

**IMPROVING THE STUDENTS' ENGLISH READING COMPREHENSION THROUGH
AUTHENTIC MATERIALS IN SMK N 1 GODEAN GRADE XI IN THE ACADEMIC
YEAR OF 2013/2014**

A Thesis

**Submitted as Partial Fulfillment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Language Education**



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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGES AND ARTS

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**IMPROVING THE STUDENTS' ENGLISH READING COMPREHENSION
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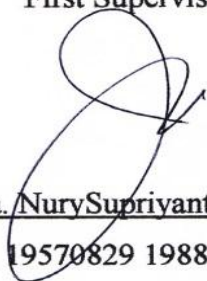
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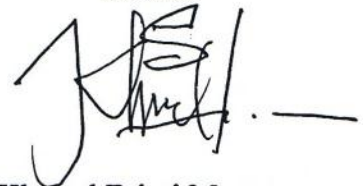
Judul Skripsi : *Improving the Students' English Reading Comprehension through Authentic Materials in SMK Negeri 1 Godean Grade XI in the Academic Year of 2013/2014*

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahawa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

Yogyakarta, July 10th 2014

Penulis



Khoirul Fajari Marwan

MOTTOS

Fastabiqul khairat,
(QS. Al-Baqarah 148)

Read, reach, get rich.

DEDICATIONS

*In the name of Allah, the Most Beneficent, and the Most
Merciful.*

No God but Allah and Muhammad is His Prophet

I DEDICATE THIS THESIS TO:

my father,

my mother,

and

my brothers.

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Finally, I expect that this thesis gives some improvements of the English teaching and learning and for the readers. However, I realize that this writing is far from being perfect. Hence, any criticism, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, July 3rd, 2014

The Writer

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ABSTRACT

The aim of this research is to improve English reading comprehension through authentic materials in SMK Negeri 1 Godean Grade XI. Based on the initial observation in Class XI AK1 of SMK Negeri 1 Godean, the students had low motivation in reading English texts, got easily bored with the tasks and materials, and got too much structural pressure in their reading class. The authentic materials were developed and served to the students in order to solve the problems.

This research belonged to action research. There were some steps done in this research i.e. reconnaissance, planning, implementing and observing, and reflecting. In the reconnaissance step, the researcher and the collaborator determined the problems by conducting observations and interviews. The data were obtained from observing the teaching-learning process, interviewing the students of XI AK1 and the English teacher as the collaborator, and holding discussions with the English teacher as the collaborator. In conducting the study, the researcher involved the English teacher as the collaborator and the students of XI AK1. The participants of the study were 32 students of XI AK1 of SMK Negeri 1 Godean in the academic year of 2013/2014. The data were in the forms of field notes, reading test scores, and interview transcripts. The data validity was obtained by applying democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

The study found that the uses of authentic materials in this study improved the students' reading comprehension effectively. They were able to get information from the texts well. The materials were able to amuse the students and enhance their awareness in analyzing texts. They also provide authentic language so the students were stimulated in digging the difficult words by the context. As a result, they performed better comprehension and tended not to make the same mistakes in their work. In conclusion, the use of authentic materials can improve the students' reading comprehension ability in Class XI AK1. This study suggests that the English teacher may improve her teaching strategy by optimizing the use of materials in school. The teacher should be creative in selecting, developing, and giving materials in the class.

Keywords: Materials, authentic, reading, comprehension

CHAPTER I INTRODUCTION

A. Background of the Problem

Vocational schools in Indonesia are career-oriented schools. Such schools provide particular departments related to the students' future career. The students are prepared to meet the demands of industrial, social, or even technological needs, depending on their desired department. The vocational schools should be able to provide future professionals who potentially contribute to the nation's industrial, social, and technological improvement. Otherwise, the students who choose to attend such schools will tend to be those who do not perform well in academic subjects.

English teaching in Indonesian vocational schools are, indeed, different from that of other high schools due to different goals. The Education and Culture Ministry of Indonesia develops different curriculum for both schools. The curriculum developed for vocational schools tends to contain more functional materials than the one developed for ordinary high schools. However, similar with the other kinds of high schools, English teaching here identifies four skills, listening, speaking, reading, and writing, as an integral aspect.

In Godean State Vocational School 1 (SMKN 1 Godean), English is taught to all departments offered in the school. The departments are Multimedia, Accounting, Office Administration, and Marketing Departments.

In those departments' future career, the students are going to face many English terms for sure, especially in this globalization era. The developing technology surely demands graduates which achieve a good command of English.

English reading comprehension is about guessing or grasping meanings from texts. In teaching reading, sometimes it is confusing for the teachers whether they should meet the needs of the curriculum given or the real students' future career. In other words, the teachers might concern on the pedagogical competence or communicative competence. Both ways, of course, might give different effects towards students' motivation. Combining the two aspects is the best way a teacher could put on the top of their checklist.

For some cases, reading comprehension is also about understanding instructions through texts. If the vocational school students are dealing well with comprehending information and instructions, they will not get hard times in meeting people expectation for their future career.

Reading is often dealing with long texts. Unfortunately, many students get instantly bored just after their first sight when getting such texts. Moreover, their boredom easily leads them either into lost motivation or low awareness. Authentic material has the potential in keeping them from such destructions.

B. Problem Identification

Reading class is taught in one way. Students are already given all the things they should do as what the teacher has schemed. The students answer everything the teacher asks. It is good for a reading class in the first sight but it kept in that way until the end of the class.

On the same side, students are expected by the curriculum to learn many things in such limited time so it is hard for the teacher to find the way to manage entertaining class. Most students often complain about the amount of tasks given. They barely enjoy studying English. Thus, it is hard for the students even to motivate themselves.

The materials used in the reading class are good for the students getting structural concept, yet those are not enough in a reading class. By such current materials, the students are expected to be able to easily grasp the meaning of every sentence appearing in a text by recognizing its part of speech. They are being introduced to grammatical aspects of the text in reading corridor by such pedagogical materials. After recognizing the part of speech of every sentence in a paragraph, the students are expected to be able to translate the sentences. The students are assumed that they all know how to comprehend the text well after they know the translations.

However, those do not reflect the real life communication yet. The materials are still in pedagogical goals order only. The students need to be introduced how the language is used in real life even only in superficial.

Thus, by observing the situation of such reading class, the researcher can conclude that the students obviously need materials containing real communication aspects as additional materials.

C. Problem Limitation

Based on the problems which appear in reality context, the problem is limited to the reading materials in SMKN 1 Godean grade XI class AK1 to improve students' reading comprehension on the month of February until March in the academic year of 2013/2014. In this title, the topic is limited to authentic materials because they are able to bring the genuine example in using English in real life communication into a classroom.

D. Problem Formulation

How do authentic materials improve the students' reading comprehension in reading activities in SMKN 1 Godean grade XI at class AK1?

E. The Objectives of the Study

Corresponding to the formulation of the problem, the objective of this research is to improve the students' ability in comprehending texts through authentic materials.

F. Significance of the Study

This research is expected to give a valuable contribution to the following parties:

1. To English teachers in senior high schools, especially vocational high schools, who want to do some other ways to improve students' reading skills.
2. To Vocational Schools which would like to vary the materials.
3. To the English Department, the researcher expected that the result of this research study can be an input of reference relating to materials design and development as well as the class activities variation while doing microteaching.
4. To other researchers who wish to develop the English reading skill.
The result of this research study can be a reference as to do classroom activity variations.
5. To Materials Writers who wish to use authentic materials as inputs.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. English in Vocational High Schools

A vocational school is a school in which students are taught the skills needed to perform a particular job. The KTSP 2006 of Vocational High Schools explains about the purposes of vocational school education “Increasing the intelligence, knowledge, attitude, noble character, along with skill for life stand alone and to follow the next education that is appropriate with their program” (2006:1). Based on that explanation above, it is important to introduce the students to English related to their major program.

The aim of the English in vocational schools is to make learning the English skills in the proper field, which is the accounting field in this research, more stimulating and motivating. It is necessary to realize that students would learn a foreign language well if a way to activate and encourage their desire to invest effort in the learning activity is applied. The main point is to find the best way how to motivate vocational students to learn English.

The age of the students in vocational high schools is between 15 and 20 so it can be difficult to connect fun and studying drill. The teaching should be based on friendly but demanding atmosphere with the appropriate space for games and talking.

The English curriculum 2006 of Vocational High School is segmented into three levels, which are Novice, Intermediate, and Advanced. Each level represents the grade in the school. Novice level is for grade X, Intermediate is segmented for grade XI, and Advanced represents grade XII.

However, the most recent curriculum, curriculum 2013, has a different structure. The standard of competence, which would apparently be stated as main competence, is not simply divided into novice, intermediate, and advanced terms. The main competences are formed by and related to the basic competences. The curriculum itself is still on the way to be fully used in the country.

2. Communicative Language Teaching

The growing need of good English communication skills increases the demand for good English teaching around the world. Communicative Language Teaching (CLT) could be the answer. It is a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners. It sets as its goal the teaching of communicative competence (Richards, 2006).

According to Richards (2006), communicative competence includes the following aspects of language knowledge:

- a. Knowing how to use language for a range of different purposes and functions.
- b. Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or

when to use language appropriately for written as opposed to spoken communication)

- c. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- d. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

It shows the urgency of giving such competence to the students. In learning a language, they need to know more than producing a sentence. When they can differentiate formal situations with informal situations, they also need to be introduced not only formal language but also the informal one.

However, the principles will not only focus on functional aspects of language but also the structure. According to Littlewood (1981), CLT pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view. We can get that systematic attention means trying to find the proper proportion between the functional and structural aspects of the language.

The implementation of this approach, somehow, often crashes with the teaching and learning process which is particularly exam-based. The teacher appeared to focus her goal into preparing the students to get passed the final examination without paying her attention into the functional purposes of language should they study due to the limited time. The exam-based process obviously leads many teachers into expecting the students to memorize instead of apply. It

may cause them to be quite good in the examination but not doing well in daily life communication both spoken and written.

The students need to study English for their examination. However, they also need to know the application of the English in daily life. Therefore, adapting the teaching and learning of reading communicatively, CLT, as a supplement towards current approach can be used as starting point in order to improve the quality of the teaching and learning process.

3. Reading Comprehension

According to Zimmermann and Hutchins (2003) in Moreillon (2007:10), reading comprehension is a tool that good readers use to solve the comprehension problems they encounter in texts. They also identify seven reading comprehension strategies: activating or building background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, using fix-up options, and synthesizing. It seems quite complex for the students in order to solve such comprehension problems.

Having got the strategies is still insufficient when we cannot grasp the process. Brown (2001) offers more specific strategies in reading and explains them in sequence so the process can be clearly seen.

Some of them are: (1) Identify the purpose in reading, (2) Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners), (3) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced level), (4) Skim the text for main ideas, (5) Scan the text for specific information, (6) Use semantic mapping or clustering, (7) Guess when you are not certain, (8) Analyze vocabulary, (9) Distinguish between literal and implied meanings, and (10) Capitalize on discourse markers to process relationship.

In line with Zimmermann and Hutchins, Snow (2002) views reading comprehension as a meaning getting process, therefore it needs an understanding. The readers use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Considering Snow's, it can be seen that comprehending a text means getting meaning from the text. The readers try to extract the main points of the text and emphasize which things are important and not from the text.

Getting meaning from the text is not as simple as it said. Readers often had difficulties in finding unstated clues or implied meanings. Main factors which affect their endurance in overcoming the difficulties are their motivation and awareness, and their life experience as background knowledge. Therefore, in maximizing the outcomes, they should be in a proper level of anxiety, and be provided with the proper content of the texts.

To put the whole things above in a nut shell, we can say that a comprehension is the main point in reading. Yet, from Zimmermann and Hutchins', comprehending text is nearly impossible for students who lack of motivation.

4. Teaching Reading Comprehension

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2001). Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, it means that

the teacher let the students study by themselves. To make the teaching and learning process runs well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a classroom method or technique that is used as this can influence in the way she or he manages the class.

Based on the definition above, teaching reading comprehension can be defined as a guidance that is done by the teacher to make the learners reach their knowledge, which is reading comprehension, on texts using a certain technique.

In teaching reading comprehension, the teacher should realize the micro skills which the students should be able to do. As stated in Brown (2001), there are fourteen micro skills that the students must do to reach their reading comprehension.

Some of them are: (1) recognizing core of words and interpreting word order patterns, (2) recognizing grammatical word classes (such as nouns, verbs, adjectives, adverbs, etc.), systems (for example tense, agreement, pluralization), patterns, rules, and elliptical forms, (3) recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses, (4) recognizing the rhetorical forms of written discourse and their significance for interpretation, (5) recognizing the communicative functions of written texts, according to form and purpose, (6) inferring context that is not explicit by using background knowledge, (7) inferring links and connections between events, ideas, deduce causes and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, (8) distinguishing between literal and implied meaning, (9) detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata, (10) developing and using a battery of reading strategies such as scanning, skimming, detecting discourse markers, guessing the meaning of words from the context, and activating schemata for the interpretation of texts.

a. The Role of Students

Students' affection is an important thing for the teacher to watch in order to keep their mood and anxiety in a good level. Affect, or emotional state, is closely associated with language learning outcomes (Lems, Miller, and Soro, 2010). It means that one of good ways in assuring the students doing their job well is by maintaining their emotional state in a proper level.

Therefore, the students' motivation can be said as the key point in achieving successful teaching and learning of reading. Motivation is another key to successful reading because it has an important impact on the reading development (Murcia, 2001). In reading texts efficiently, the students need to focus and tenaciously aware of their goals. Without having sufficient motivation, they might be easily distracted.

b. The Role of Teachers

In defining the role of teachers, Richards and Rodgers (in Nunan, 1989) suggest that learner roles are closely related to the functions and status of the teacher. They point out that teacher roles are related to the following issues:

- the types of functions teachers are expected to fulfill, e.g. whether that of practice director, counselor or model
- the degree of control the teacher has over how learning takes place
- the degree to which the teacher is responsible for content
- the interactional patterns that develop between teachers and learners

By the types of functions teachers are expected to fulfill, as practice directors, they have a role in giving their students' scaffolding by giving clear instructions, thorough explanations, and accurate guidance. Feez (1998) explains that through scaffolding, the teacher provides support for students. It can be done by providing explicit knowledge and guided practices. In giving clear instructions to the students, a teacher should be aware of their feedback both implied and explicit. A student's motivation would get easily lost when he/she did not know what should be done. Unclear instructions would only give nothing to them but confusion.

As defined by Harmer (1998), There are six principles in teaching reading.

- 1) The teacher needs to understand that reading is not a passive skill.

Reading is an active activity. When the readers read a text, they must do other activity, not just read a text at glance. It means that the teacher does not merely ask the students to read a text, but he/or she has to make them realize that the reading is not passive skill. It includes the understanding of words meaning, the arguments stated in the text, and working out with the arguments whether they agree or not.

- 2) The teacher has to make the students enjoy reading the passage.

To make students interested in reading is important. When the students do not enjoy reading, they will get nothing from it. It is different from when they are interested in what they are reading, they will get more benefits.

They can get more knowledge and new information from the text they are reading.

- 3) The teacher needs to encourage the students in responding the content of a reading text, not just to the language being used in the text.

Understanding language is also a part of comprehending a text. However, it is not the common thing in reading comprehension. The students have to be accustomed to understand, respond to the meaning of the text, and express their feelings about the topic of the text. That is why it becomes the responsibility of the teacher to encourage them to do that.

- 4) The teacher should emphasize that prediction is a major factor in reading.

Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text is about. By doing this, the students will actively start to the process of reading. Indeed, the teacher should give clues to make the students comprehend the text easily.

- 5) The teacher has to match the tasks to the topic.

Tasks are one of the ways to check the ability of the students in comprehending a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzle, etc. In this case, the teacher has to consider choosing or creating the right tasks for the students.

- 6) The teacher should exploit reading texts to the full.

Exploiting reading texts to the full means that the teacher does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study the language, and give additional tasks to the students.

Therefore, teachers are needed not only in motivating the students for being actively involved in the teaching and learning process of reading, but also to provide supports for their students through scaffolding.

c. Teaching Methods

Another key component in teaching reading is the teaching methods. Feez (1998) proposes the genre approach which implements teaching and learning cycle. The cycle consists of five stages i.e.:

1) Building the context

For this first stage, the teacher introduces the social context of the text to the students so they can explore features of the general cultural context in which the text-type is used and the social purposes the text-type achieves.

2) Modeling and deconstructing the text

At this stage, the teacher shows the structural patterns and language features of the model text through general or class discussion so the students can investigate them. A comparison of the model with the other examples of text types also can be done in this stage.

3) Joint construction of the text

As the students begin to contribute to the construction of the whole examples of the text-type, the teacher gradually reduces the contribution at this stage.

4) Independent construction of the text

At this construction part, students work independently with the text while the teacher can assess their performance and achievement.

5) Linking related text

At this last stage, the teacher leads the students to investigate how what they have learnt in this teaching and learning cycle can be related in the same or similar contexts and future or past cycles of teaching and learning.

There are many other kinds of methods such as PPP procedure which stands from Presentation, Practice, and Production. Harmer (1998) defines the procedure in which the teacher introduces a situation which contextualizes the language to be taught. The language, too, is then presented. The students now practice the language using accurate reproduction techniques such as choral repetition, individual repetition, and cue-response drills.

Both methods and procedures introduce the model text by contextualizing it first and then defining the language aspects right after. Yet, in the genre-based approach, it clearly has different sequences in contextualizing the text and modeling the text while in the PPP both step are in the same phase i.e. Presentation. A method containing more specific phase would work well towards reading learners.

5. Authentic Materials

a. Authentic Materials for Language Learners

Authentic materials are texts produced by native speakers for a non-pedagogical purpose (Bacon & Finnemann:1990). Since they are not designed for pedagogical purpose, commonly, they do not come from a course book. They are not systematically developed in stages for language learners. However, nowadays, there are many experts who prefer to use authentic materials in teaching and learning English, both written and spoken as an alternative material.

A material is authentic when it contains authentic text. According to Tomlinson (1998), an authentic text is a text which is not written or spoken for language teaching purposes. A newspaper article, a rock song, a novel, a radio interview and traditionally fairy story are examples of authentic texts. Therefore, we can see such texts from television, newspaper and magazine. In that mass media, information is spread widely from a place to many other places. In communicating in such media, people naturally use and apply their language as how they communicate and use their language in their daily life. It surely could be a perfect lab for a language learner.

Nunan (1999) also defines authentic materials as spoken or written language data that have been produced in the course of genuine communication, and not specifically written for purposes of language teaching. Therefore, by using authentic materials, a teacher can bring the students the authentic data from real world context into classroom. They can practice reading authentic and genuine language which is used in real life as the language and the students themselves

really occur. For another purpose, the foreign language learners also can be introduced to the culture of the native people through the authentic materials.

Moreover, Gebhard (1996) sees authentic materials as a way to contextualize language learning. It means that authentic materials are also effective in providing the students with the context of every text. When they normally study the pedagogical materials, they tend to focus more on content and meaning rather than the context. On the other hand, authentic materials provide rich source of context in language instead of the language which are only provided by the teacher.

Hence, authentic materials undoubtedly do have effect towards language teaching and learning process. These are the differences between authentic and non-authentic materials:

Authentic Materials	Non-authentic Materials
Language data produced for real life communication purposes.	They are specially designed for learning purposes.
They may contain false starts, and incomplete sentences.	The language used in them is artificial. They contain well-formed sentences all the time.
They are useful for improving the communicative aspects of the language.	They are useful for teaching grammar.

Table 1: Authentic materials vs non-authentic materials (Adams, 1995; Miller, 2003)

From *Table 1* above, it is clearly shown that authentic material has essential differences towards non-authentic materials. Authentic material may contain false starts and incomplete sentences; however, it is powerful to provide the students products of real life communication.

b. Advantages of Authentic Materials

Moreover, authentic materials potentially prompt the students' motivation in comprehending texts. Here these are some arguments in using authentic materials:

- 1) Authentic materials have a positive effect on learner motivation.
- 2) They provide authentic cultural information.
- 3) They provide exposure to real language.
- 4) They relate more closely to learners ' needs and interests.
- 5) They support a more creative approach to teaching.
- 6) They provide a wide variety of text types, language styles not easily found in conventional teaching materials.
- 7) Unlike traditional teaching materials, authentic materials are continuously updated.
- 8) They have a positive effect on comprehension and learner satisfaction.

(Kilickaya, 2004; Mcknight, 1995; Wong, Kwok, & Choi, 1995; Berado, 2006)

There are many positive arguments from experts about using authentic materials. Those positive points indeed cannot be found in conventional teaching materials. However, using authentic materials is not as easy as pointing the advantage because there are always disadvantages alongside with advantages.

c. Disadvantages of Authentic Materials

There are some issues over using authentic materials for students. The language used in real life provides many rude and inappropriate words. Those

might give bad influence for the students. Moreover, it is hard to classify the level of the materials considering it is not designed pedagogically.

Richards (2001) cited in Kilickaya (2014) points out that alongside with the advantages, authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which may cause a burden both for the students and the teacher in lower-level classes. However not every text contains such negative impacts. It depends on how the teachers consider the current level of the students and select the authentic text to develop.

Furthermore, Martinez (2002) cited in Kilickaya (2014) mentions that authentic materials may be too culturally biased and too many structures are mixed. They may cause lower levels have a hard time in decoding the texts. They also may give the teachers difficulties in deciding the level of the texts.

Using authentic materials in teaching and learning process of reading is a challenging task for teachers. Hence, a teacher should be really selective in deciding the authentic text which is going to be chosen as material. When there is an inappropriate content which unavoidable, he/she should be able to clearly explain the inappropriateness towards them. With selective decisions, authentic materials are powerful to introduce the students about real language application in daily life. The ways to decide whether an authentic text is suit for students would be explained in the next point.

d. Using Authentic Materials in a Classroom

In using authentic materials, there are many factors which should be considered due to the positive and negative impacts. The sources of authentic materials are various such as newspapers, Internet, magazines, brochures, letters, and so on. Due to the various sources, it is important to select the proper authentic materials out of the wide range. Nuttall (1996) cited in Brown (2001) gives three main criteria in selecting authentic materials to be used in classroom.

1) Suitability of content

The text should be interesting, motivating and also relevant to the students' needs.

2) Exploitability

It refers to how the text can be used and exploited in order to develop the competence of the learners in the teaching and learning process.

3) Readability

Readability refers to the level of difficulty in the texts. It is about the amount of new vocabulary and new structure contained in the texts.

Along with those criteria, Berardo (2006) also adds two more, they are the variety and the presentation. Various types of texts avoid the students' boredom. Meanwhile, the presentation is about how the texts are presented in a classroom.

Brown (2001:313) has proposed some principles for designing interactive reading techniques that must also be considered in applying authentic materials in a class.

- a. In interactive curriculum, do not overlook the importance of specific instruction in reading skills.
- b. Use techniques that are intrinsically motivating.
- c. Utilize techniques with authentic language and content.
- d. Encourage the development of reading strategies.
- e. Include both bottom-up and top-down techniques.
- f. Subdivide your techniques into pre-reading, during-reading, and after-reading phases.
- g. Build in some evaluative aspect to your techniques.

From the first principle we can conclude that it is important to consider the specific instruction in reading skills. For example, we should consider whether the students should read a passage loudly or silently instead. It leads to whether the fluency or the accuracy should we develop. The second principle takes us to students' motivation. Again, according to Brown (2001:72), motivation is the difference. Thus, we can say that students' motivation is the difference between the success and the failure of a teaching and learning process. The third principle shows us the importance of using authentic materials in developing interactive reading techniques. Both fourth and fifth principles guide us in deciding the strategies and techniques which have the ability to prompt the students' real capability in comprehending. The next principle introduces us to three phases in teaching reading. The last principle is about assessing the result.

Moreover, Grellet (1981) states that authenticity of a text means that there is nothing changed from the original text. In using an authentic material, a teacher

should maintain its layout and presentation as it occurs. He/she cannot add or modify the content and the appearance of the text due to its authenticity. Changing the appearance or the layout might possibly take the non-linguistics aspects clue of the authentic material itself away from the students.

Therefore, choosing authentic texts from the great amount of texts appeared in life is not simply picking a text we meet and serving it to the students. There are much criteria should be considered and many principles should be applied in keeping the materials from inappropriateness. Inappropriate materials would only give nothing to them but bad influences.

B. Related Study

There is a study which also studied about authentic materials. The study entitled *Authentic materials and cultural content in EFL classrooms* Kilickaya (2004) revealed that authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom.

C. Conceptual Framework

Reading comprehension, as stated, is essential for the students to get information from texts. Meanwhile, as mentioned earlier in the background of the research, there happen some problems in teaching reading in SMK N 1 Godean. By using authentic materials in teaching reading, the researcher believes that instead of only getting the types of text genres, the students in vocational high

schools can also be introduced with real language used in daily life communication and English in their own corridor through authentic materials.

Suitable authentic materials do not only provide authentic language but also most of them are developed in amusing layout. The materials would appear in exactly the same way in daily life. They would send the students away from the ordinary and have many good influences towards their mood and motivation. The students who are in a good mood and motivation will be in enjoyment in analyzing and digging information from a text instead of boredom in which many of them apparently are trapped in the process of teaching and learning of reading.

Authentic materials and practices lead students to improve not only their genuine interest in studying English, but also their knowledge in real English itself. From regular textbooks, they had already got structural aspects of the language because their schemes are developed in educational purposes. However, the students need more than just learning grammatical rules and vocabulary items. They can obtain vivid examples in how the language is used in particular contexts from authentic materials.

Thus, using authentic materials as additional sources alongside with regular textbooks is a good choice for teachers in attempts to improve the students' reading comprehension in general. Both reading learners' interests and knowledge about English will be surely improved by studying such materials. They got the rules from the pedagogical materials and got vivid examples from the authentic ones.

The concept can be seen further in the following diagram.

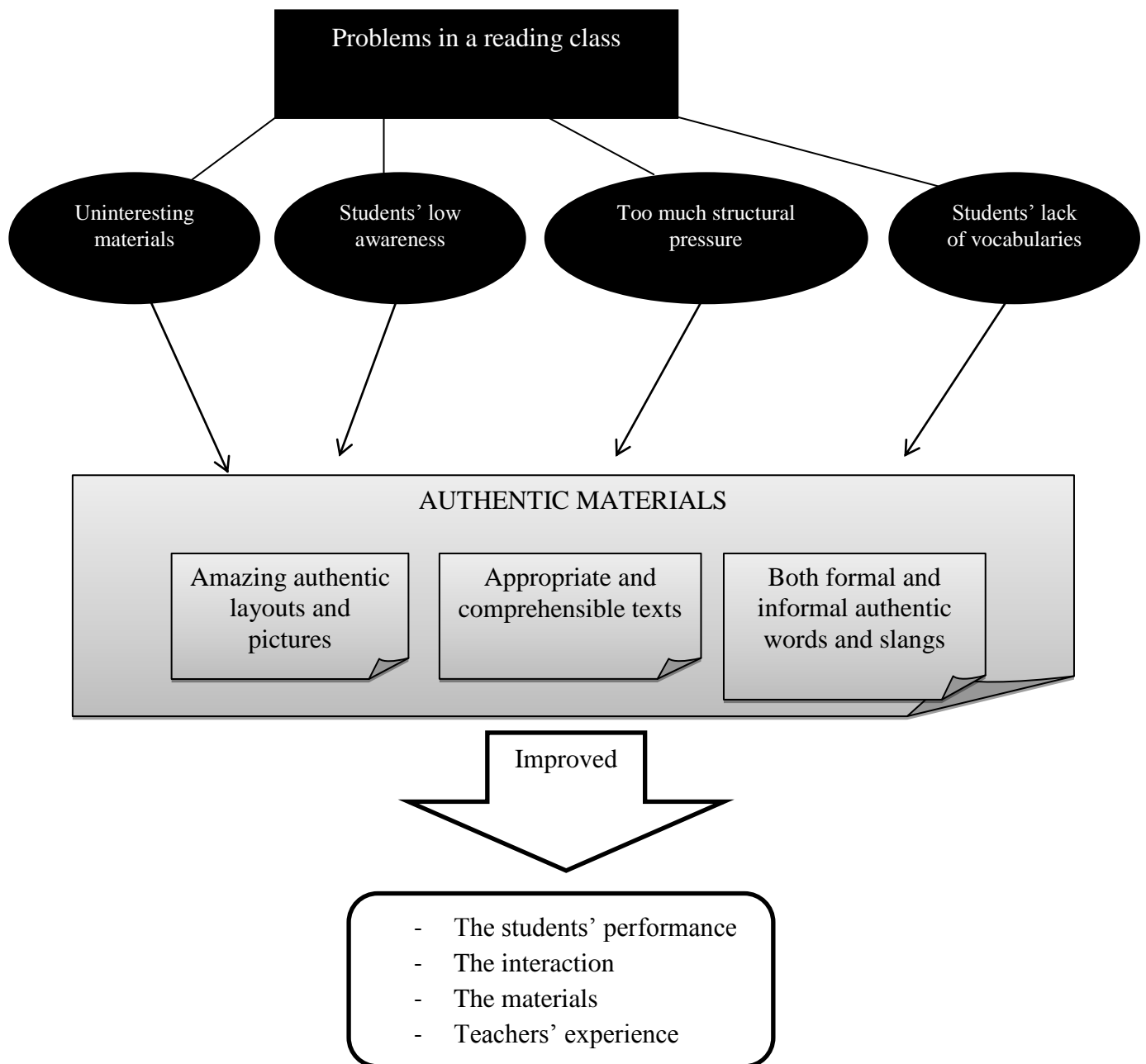


Figure 1: The diagram of the conceptual framework

CHAPTER III

RESEARCH METHOD

A. Research Type

The study was classified as action research. Action research in education is a type of research that aims to enact immediate changes in an educational setting. It simultaneously serves to enhance the professional skills of educators, advance our knowledge, and improve educational processes and outcomes (Lodico et al, 2010). Thus, the researcher tried to improve both teaching reading process and outcomes.

B. Research Design

The design of the research was classroom action research because it focused on a particular problem and a particular group of students in a certain classroom. According to Wallace (2006), Classroom Action Research is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues. It means that before implementing the research, the researcher needs to identify any problems real found in the classroom.

There were two cycles in this classroom action research. Each cycle consisted of planning, acting, and reflecting.

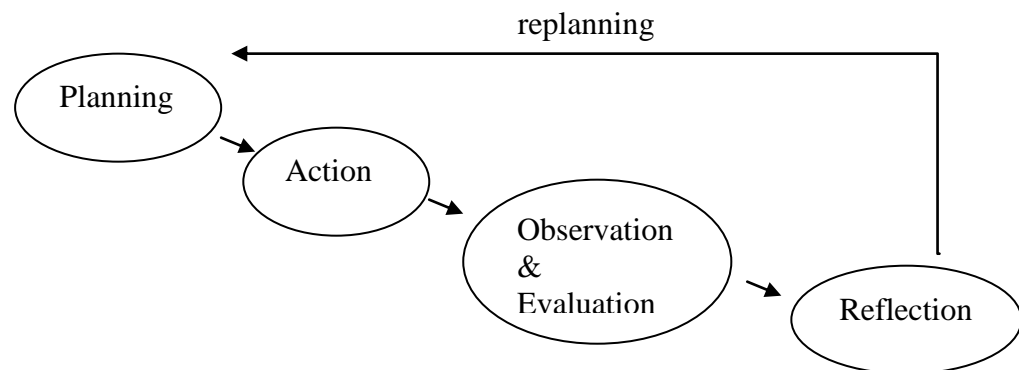


Figure 2 The phase of the research.

The research focused on improving the students through authentic materials. In the other words, it focused on the positive effects of using authentic materials in teaching and learning reading. The steps of research planning were as following:

1. Arranging a schedule classroom action research
2. Designing a lesson plan
3. Preparing some students' worksheets
4. Preparing authentic materials related to the worksheets.
5. Preparing a form of assessment.
6. Preparing the students' questionnaires.
7. Preparing a form of reflection.

C. Research Setting

The action research was carried out in SMK N I Godean. It lasted on November until March in the second semester in the academic year of 2013-2014.

SMK N I Godean has eight classes consisting of three Accounting Department classes, two Office Administration Department classes, two Marketing Department classes and a Multimedia Department class in the first grade. Every class consists of 32 students.

The English lesson in the class was scheduled on Tuesday and Saturday. There are total five lesson periods in a week which divided into two periods on Tuesday and three periods on Saturday. There is an English lab in the school. However, due to the difficulties in arranging the schedule in using the lab, XI AK1 class studied English in a regular class all the time.

The curriculum used in the class was still the school-based curriculum (KTSP) 2006. However, the teacher advised the researcher to use the most recent curriculum (2013) in doing the research.

D. The Subject of the Research

The subject of the research is the students in SMKN 1 Godean Grade XI of the Accounting Department class XI AK1 in the academic year 2013/2014. There are total 32 students in the class.

E. Technique of the Data Collection

The instruments used to collect data are observation sheets and tests. The test was used to assess the students' ability in comprehending texts. Meanwhile, the observation sheets are used:

1. to assess the students during the learning process

2. to find out the students' motivation
3. to check the students attitude to take part of the learning process.

F. Data Analysis

Action research is embedded in an ongoing set of educational activities and is being conducted by a practitioner who modifies practices to fit the needs of learners (Lodico et al, 2010). The data was collected in the form of qualitative data which was supported by quantitative data. It meant that the data were the description of the reality happening during the research and the result of the test.

In analyzing the data, as proposed by Burns (2010), there are some steps in reducing the information to find explanations and patterns.

1. Assembling the data

The researcher started gathering the data related to the students' reading skill in a single group.

2. Coding the data

It is about refining the broad data into more specific patterns or categories.

3. Comparing the data

This step is about comparing the patterns across different sets of data whether there was same result or contradictions in the interview and observation.

4. Building Interpretation

In this phase, the researcher developed the connections between the findings and the idea of the research.

5. Reporting the outcomes

It is about presenting the result of the research and what the researcher had found.

G. Trustworthiness of Research

Validity means that the data and the methods can be responsible. In terms of research data, the notion of validity is meant whether or not the data reflect the truth, reflect reality, and cover the crucial matters of the target object. Validity relates to the extent to which research data and the methods for obtaining the data are deemed accurate, honest, and on target.

Data that were obtained from the research must be valid and reliable. As this study was action research, there were five criteria of validity that must be achieved by the researcher as follows (Burns, 1999: 161-162):

1. Democratic validity

It is related to the extent in which the research was truly conducted collaboratively and includes multiple voices. In gaining the democratic validity, the researcher conducted the interviews with the students of class XI AK1 and the English teacher to tell their opinions about the research conducted. Moreover, every step going to be taken was also discussed with the English teacher as a collaborator. Questionnaires were also distributed twice to the students.

2. Outcome validity

Outcome validity was related to the notions of actions leading to outcomes that were successful within the context. To achieve this validity, the action had been done optimally. The researcher did not only find solutions of the problem but also reframe the problem in a certain way into questions. The reflections had been noted in every meeting and conducted in the end of both cycles.

3. Process validity

This validity was closely related to the reliability and competency of the research itself. To get the process validity, the observation during the implementation of the technique (by using field notes), the interviews with the students, and discussion with the English teacher as a collaborator had been done.

4. Catalytic validity

Catalytic validity was related to the extent in which the research could allow the participants to understand about the social context conducted than before. It could show how the participants make changes within the research. To get this validity, the researcher did the planning, action, observation, and reflection in cycles using authentic materials.

5. Dialogic validity

To obtain the dialogic validity, the researcher conducted dialogues with the English teacher, both as a teacher and a collaborator, and the students. He asked them to give comments about the implementation of the technique in every meeting so that there was evaluation. It was done to know the strength and weaknesses of both the action and the materials so he could do better than before in the next meeting.

To obtain the trustworthiness, the researcher used the triangulation technique. There were some forms of triangulations that were used by the researcher (Burns, 1999: 164).

1. Time triangulation

Time triangulation meant that the data were collected over period of time. It was done to get a sense of what factors were involved in change processes. In this research, the researcher did the action from February to March 2014.

2. Investigator triangulation

In this form, more than one observer was used in the same research setting. It was done by the researcher to avoid the bias observations. There were at least two observers in this study, i.e. the researcher himself and the English teacher.

3. Theoretical triangulation

Theoretical triangulation meant that the data were analyzed from more than one perspective from some theoretical reviews. In this research, the researcher reviewed the theories from some experts of some books.

A reliable measure is one which gives the same results if the same individuals are measured on more than one occasion. Research instruments need to be consistent, so that any variation in the results obtained through using the instrument is due entirely to variations in the thing being measured, not to the nature of the instrument itself. Then the researcher employs some instruments to collect the data. They are questionnaires, interview and observation. By those instruments it can be seen then the reliability of the data.

H. Research Procedure

The researcher used action research proposed by Kemmis and McTaggart (in Burns,1999). There were some steps which were done by the researcher. Those were reconnaissance, planning, implementing and observing, and reflection.

1. Reconnaissance

In reconnaissance, the researcher and the English teacher as a collaborator determined the problems based on the observation he had done before in the reading teaching and learning process conducted by the English teacher. Then, together they determined the problems that might be possibly solved by having a discussion. After the discussion with the teacher, the researcher also interviewed the students about the materials used in the reading class.

2. Planning

After finding the problems, the researcher and the collaborator planned the actions that would be implemented to overcome the problems.

3. Implementing and Observing the actions

In action, he implemented the use of authentic materials in the teaching and learning process of reading. During the implementation, he and the English teacher as the collaborator observed the condition of the teaching and learning process and the students to know the students' responses and the impact of the actions.

4. Reflection

Finally, they did reflection on each meeting and per cycle. It was done to evaluate the success and the problems appearing during the implementation. The researcher did the actions in two cycles for total three meetings.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance

1. Identification of the Field Problems

The research was begun by conducting observation during the teaching and learning process of reading. The observation was done on Saturday, November 30th, 2013 at 11.00 a.m. in the XI AK1 classroom. The situation in the teaching and learning process of reading could be seen from the vignette follows.

Vignette I

Saturday, November 26th, 2013

R : Researcher

ET: English Teacher (as a collaborator)

Ss : Students

R came to the class with the ET. ET stood by the class and Ss paid attention to the ET. R moved free observing the class. R began observing the class situation and the teaching and learning process as the ET started the process. The descriptions were as follows:

ET greeted the Ss by saying “Assalamu’alaikum Wr. Wb.” and the Ss replied the *salam* right after. ET added the greeting by saying “*Good morning class*”. Ss answered “*Good morning*”. ET checked the presence of all the students, no one of them was absent. ET went to the point. ET distributed handouts to each student. The class started analyzing the handout containing a report text, led by ET. “*Ok, di kalimat pertama, terdapat kata “of”, what is it?*” ET asked Ss. Ss replied together “*preposition*”. “*Then, it should be followed by ..*”. “*Noun*”. After prompting the Ss to analyze every word the first sentence, the ET explained the meaning of the sentence. ET continued that way until the very last sentence. Ss answered every question asked by ET together. Almost all of the Ss answered. The questions were about part of speeches and the meaning of a word. Every student had a dictionary. The dictionary was able to be used for like 24/7. A student would not be able to attend the class if he/she did not bring one. Every time ET asked the meaning of a word, the Ss opened their dictionary. Even though most students seemed active and the ET interacted with the Ss well, the class still did not go lively. The Ss seemed answering same drilled questions every day. After analyzing the texts, the ET closed the class as the time is up.

From the vignette, some problems were founded during the teaching and learning process of reading in XI AK1. It could be said that even though there was enough interaction between the English teacher and the students, the class still was not quite lively. The students seemed to answer same drilled questions during the lesson. Besides, there was also little interaction among the students. There was not any discussion among the students. The students tended to do the activity individually. When they had a chat with their friends, they did not talk about the text being read but they talked about something else instead.

Moreover, the students had low awareness during the teaching and learning process of reading. Their personal problems were rarely asked to the teacher. Every time the students had been making mistakes, the teacher fixed the mistakes and that is it. The students did not make any notes or whatsoever.

After conducting the observation and concluded some problems above, the English teacher and the students were interviewed. The interviews were conducted after the teaching and learning process of reading.

The research was done collaboratively with the English teacher and the students of XI AK1. To determine the problems of the teaching and learning of reading in the class of XI AK1, an observation was conducted during the teaching and learning process of reading and some interviews were held to the English teacher and some students of XI AK1.

From the interview with the English teacher, it was known that the materials used were chosen by considering the students' future examinations. Moreover, many students lacked of awareness in responding every task given by

the teacher. It was also noted that their vocabulary mastery was also a problem.

This can be seen from the extract of Interview transcripts below.

R	: Bagaimana kondisi kelas reading di kelas XI AK1 bu'? (<i>How was the condition of the reading class in XI AK1 Ma'am?</i>)
ET	: Kelas XI AK1 ini sudah seperti kelas unggulan di tingkat kelas XI. Murid-muridnya mengikuti pelajaran di kelas secara kondusif, tidak seperti kelas-kelas lainnya. (<i>This class is such a superior class in XI graders. The students had participated the class in a conducive way, unlike the others.</i>)
R	: Tidak ada kendala sama sekali bu? (<i>Is there any problem in the class ma'am?</i>)
ET	: Kalau untuk kendala tentunya banyak ya, anak-anak itu sering kurang kesadaran. Mereka itu benar-benar saya persiapkan sehingga nanti ketika sudah di kelas XII tidak kaget lagi menghadapi ujian-ujian. Sudah saya persiapkan dengan memberikan tugas-tugas, tapi yaitu, banyak dari anak-anak itu mengeluh tugasnya terlalu banyak. (<i>There are problems truthfully, the students often lacked of awareness. They are intensively prepared for facing the future exam by given with many tasks. Yet, they keep demanding the tasks to be reduced.</i>)
R	: Tugas-tugasnya biasanya diambil dari mana ya bu? (<i>Where did you usually take the tasks from ma'am?</i>)
ET	: Banyak yang saya ambil dari buku-buku waktu saya kuliah dulu mas. (<i>Most of them are taken from the books I used in the college</i>)
R	: Untuk materi bacaan di kelas reading bagaimana bu? Sering menggunakan LKS? (<i>How about the reading materials? Did you often use LKS? </i>)
ET	: Hwadu saya malah jarang pakai dari LKS mas, (<i>No, I did not.</i>)
R	: Pernah pakai materi-materi yang autentik begitu bu? (<i>Have you ever tried to use authentic materials, ma'am?</i>)
ET	: Pernah, semisal sekali waktu saya pakai surat kabar Jakarta post, tapi untuk yang angkatan ini saya belum pernah, Ya gimana ya mas, tuntutan untuk ujian sekarang banyak, sementara jam mengajar bahasa Inggris semakin berkurang, jadi saya lebih condong memberikan banyak tugas tentang struktur-struktur kalimat pada anak-anak. (<i>I did have, I used newspaper, but not for this year yet. What to say, there are much pressure now to take the students up to the tag of the examination in a really short time. Thus, I preferred to use the materials which completely related to their future exams.</i>)
R	: Dalam skill membaca, ada kendala khusus tidak pada murid secara umum bu? (<i>In the reading skills, is there any particular problem generally ma'am?</i>)
ET	: Kebanyakan mereka masih lemah pada perbendaharaan kata, makanya

tiap ada pelajaran Bahasa Inggris, saya mewajibkan mereka untuk membawa kamus . (*Most of them still lacked in vocabulary mastery. Thus, I obliged them to bring their dictionary in every English lesson.*)
(Appendix B, Interview transcript, November 26th 2013)

After interviewing the English teacher, an interview was conducted with one of students in XI AK1. From the result, it was found that the students expected something new instead of same tasks. This can be seen from the extract of Interview transcripts below.

- | | |
|---|--|
| R | : Terimakasih waktunya ya fur, bisa cerita nggak, bu Ririn di kelas ngajarnya gimana? (<i>Thanks for the time fur, can you tell me how Ms. Ririn taught in the class?</i>) |
| F | : Orangnya disiplin mas, kalau ngasi tugas banyak banget. (<i>She is rigid person. She gave many tasks</i>) |
| R | : Kemarin di kelas reading, kayaknya semua anak di kelas memberi respon ke tiap pertanyaan guru bisa kompak gitu, misal pas di tanyain di belakang preposisi ada jenis kata apa, sekelas kompak banget jawab noun gt, sudah benar-benar hafal ya? (<i>In the last reading class, it seemed that everyone in class gave excellent responses to every questions, e.g. you guys know well prepositions always followed by nouns, do you completely master this case?</i>) |
| F | : Ya lama-lama hafal mas, tiap pelajaran diajarinnya itu-itu terus. (<i>We knew the patterns after many drilling times. We studied that like every time.</i>) |
| R | : Nah itu sekelas semua ngerti ya? (<i>Did it happen to the whole class?</i>) |
| F | : Sebenarnya memang hafal mas, tp juga masih sering bingung nerapinnya. (<i>We can memorize those things, however w're often still confused in using them.</i>) |
| R | : Hwduh, trus pernah nggak pas di kelas di kasih teks, terus membahas isi teks? (<i>Have you ever discussed about the content of texts?</i>) |
| F | : Hwah, nggak pernah mas, itu mah pas SMP dulu, di sini sih seringnya mbahas struktur kalimatnya terus diartiin mas tiap dapet teks. (<i>No, we have not. That was for when we were still in junior high. This time, we often discussed about the structure of the sentences and translate them.</i>) |
| R | : Teks yang diberikan bu guru pernah nggak diambil dari kehidupan sehari-hari kaya misalnya dari internet, acara tv, iklan di koran, gitu? (<i>Have you ever been given with a text taken from daily life such as internet, TV program, and newspaper advertisement?</i>) |

- F : Seingat saya blom pernah mas. (*As I remember, no, we have not.*)
 R : Selama ini kadang pernah nggak merasa bosan terhadap materi yang diajarkan? (*Have you even been bored with the materials?*)
 F : Iya sih mas. Soalnya tugas lagi, tugas lagi mas. (*I presume yes, because we have got same kind of tasks for a long time.*)

(Appendix B, Interview transcript, November 26th 2013)

From the interview, some points can be concluded. The students were expecting something new in their reading class. The drilling tasks seemed successfully planting the structural concepts of the language to the students. However, their willingness in studying English started decreasing. They started to feel bored towards the materials.

Based on the observation and the interview with the English teacher and the students, there were some problems in the teaching and learning process of reading. Those problems could be seen as follows:

No	Problems	Code
1.	The students had low awareness.	S
2.	The students got easily bored with the materials.	M
3.	The students lacked vocabulary mastery.	S
4.	The students studied structure in reading class	T

Code : S: Students M: Materials T: Teacher

Table 2: Field Problems

Having formulated the problems above, a discussion with the English teacher, as a collaborator, had been held. We discussed the problems in XI AK1 that would be solved. Considering this research was focused on the students'

performance and the materials, we decided to try to solve the first three of the problems formulated.

2. Determining the Actions to Solve the Problems

After having further discussion with the English teacher as a collaborator about the problems, we looked for the actions that were possible to do in solving the problems. We discussed the actions that could be applied in the teaching and learning process of reading aiming to improve the students' reading comprehension. Based on the agreement, the actions that would be implemented were as follows:

- (1) Using authentic materials to improve the students' awareness and attention.
- (2) Avoiding using a dictionary easily to enhance the students' willingness in finding the meaning of a word by the context.

B. Reports of the Actions

1) Reports on cycle I

a. Planning

In formulating the action, the researcher and the English teacher considered the formulated problems. We agreed and planned to use authentic materials in attempt to improve the teaching and learning process of reading. We believed that authentic materials are able to enhance the students' awareness and desire.

The students also needed to not easily find the meaning of an unknown word in a text by finding directly in a dictionary. By finding the words' meaning by the context, the students will easily acquire the new words instead just stating what dictionary says.

In implementing the authentic materials into teaching and learning of reading process, some procedures were being executed. These were presented as follows:

- 1) Selecting authentic texts which are fit for the curriculum to maintain the students' willingness in comprehending texts.

Authentic materials can be taken from newspapers, posters, television programmes, internet articles, and many other sources which can be found in our daily life. Some interesting and suitable articles had been found and captured from internet for authentic materials related to this research.

The authentic materials were expected to be able keeping the students' awareness in a required level. In selecting the materials, the researcher used the criteria as proposed by Nuttall (1996) i.e. suitability of content, exploitability, and readability.

For the first authentic text entitled "*How to Survive Your Freshman Year in a High School*", it provides amusing pictures for every tip which undoubtedly would motivate the students. Moreover it was fit for both the basic competence of grade XI Vocational High Schools due to it is a tip text as demanded and for the XI graders themselves considering the text talks about high schools. The text is also challenging and exploitable considering

many new words related to a teenagers' world appears in the text. Furthermore, the text provides examples in using modals. This text is readable too because it develops many main ideas which are the tip themselves into paragraphs. It would be good example for the students finding main idea of a paragraph.

For the second authentic text entitled "*Personal Qualities for an Accountant*", it provides an amusing authentic layout which undoubtedly would motivate the students. Moreover it was fit for both the basic competence of grade XI Vocational High Schools due to it is a tip text as demanded and for the XI graders themselves considering the text talks about accounting matters. The text is also challenging and exploitable considering many new words related an accounting world appears in the text. Furthermore, the text also provides examples in using modals. This text is readable too because it develops many main ideas which are the tip themselves into paragraphs. It would be a good article for the students finding main idea of a paragraph individually as what they did in group.

- 2) Developing the authentic texts into authentic materials by making tasks related to the authentic texts.
- 3) Arranging a course grid using selected authentic articles. In developing the course grid, the activities were arranged based on the genre approach proposed by Feez (1998, 28-31).

The course grid is developed in a particular form, as seen in the following extract of the course grid itself.

Stand ard of Comp etence	Basic Compete nce	Indicators	Learning Activities	Learning Materials (Authentic Materials)				
				Topics	Generic Structure	Grammar	Vocabular y	Spelling
.....

(Appendix, Course Grid)

The course grid was developed into five main columns i.e. standard of competence to indicate the curriculum was being used, basic competence to specify the competency, indicators to indicate the goal of the study, learning activities containing the sequenced activities, and learning materials. Following the learning materials column, there are five sub-columns consisted of topics, generic structure, grammar, vocabulary, and the spelling of the selected materials. A complete form of the course grid can be seen in the appendix.

In the learning materials part, authentic material topics were stated along with the sources. For the generic structure, authentic texts usually did not strictly follow the generic structure, yet the structure still should be explained.

- 4) A lesson plan was made based on the course grid.

b. The implementation of the Actions and Observation

The actions were carried out two times i.e. on March 1st and 4th 2014. The schedule of Cycle I can be seen in the table below:

Meeting	Day and Date	Time	Material
1	Saturday, March 1 st , 2014	3x40 minutes (11.15 a.m. – 1.45 p.m.)	<i>“Manners in the Workplace”</i> (non-Authentic tip text) <i>“How to Survive Your Freshman Year in High School”</i> (Authentic tip text)
2	Tuesday, March 4 th , 2014	2x40 minutes (08.00 a.m.–09.30 a.m.)	<i>“How to Survive Your Freshman Year in High School”</i> <i>“Personal Qualities for an Accountant”</i> (Authentic tip text)

Table 3: The schedule of Cycle I

They focused on the use of authentic materials in improving students’ reading comprehension. The implementation was done by the researcher himself, while the observations were done by both him and the collaborator. He acted as the teacher while the English teacher as the collaborator acted as the observers. The complete description of implementation in the first cycle was presented as in the following.

(1) Meeting 1

The first meeting was on Saturday, March 1st 2014 at 11.15 a.m. The researcher took control of the class. The English teacher also came to the class and observed the teaching and learning process from the back of the class. Some

students from Multimedia Department in the school helped him in taking pictures during the class.

This first meeting was focused on introducing the tip text for the students. As an attempt to introduce the social function of the text, recalling the current knowledge of the students in text types along with its appearance in daily life was tried. The students were asked whether they had ever had some problems or been in a situation where they need advises. However, they quite seemed ignorant at this first time. The interaction between the researcher and the students were still below par. Thus, a random name had been called and the discussion was led descended into tip texts.

This can be seen in the following extract of the field note.

R	asked the class about kinds of text. Ss did not respond well. R prompted the class by mentioning kinds of text type. Ss still did not respond well.
R	: “Class, we’ll talk about texts. Kita akan membicarakan tentang teks atau bacaan-bacaan di sekitar kita. So, have you ever seen such texts? Pernah ketemu bacaan gitu-gitu tidak?”
Ss	: (silent)
R	: “Err, I’m sure you guys have heard about narrative, descriptive, and so on. That’s what I mean. Bacaan-bacaan dalam bahasa inggris hlo yaa tapi.”
Ss	: (giggling)
R	: “Ok then, where is the attendance list? I need to find some names. Presensinya dimana ya?”
S	: (murmuring) “di meja guru pak”
R	: “So, Dwiyunaita. What do you think? Err, pernah ketemu teks bahasa Inggris belum?”
Dwi	: “Eh iya mas, pernah. Di soal-soal ujian pak.”
R	: “Ok, good. How about in your daily life, class? Masak belum pernah ketemu teks Inggris sih? Well, in the newspaper or magazines or posters for example, have you ever found such text?”
Ss	: “Sudah mas”
R	: “Right, then, what if.., what if you need to find some advises? Misalnya saya, mau mengajar di kelas ini, then I want to find out how to be a good teacher from a text, kira-kira jenis teks apa yang saya dapatkan?”
S	: “Narrative text mas?”

R	: “Wait, what? Are you sure? Ok then, what kind of text is the narrative? Kira-kira kaya apa tah Narrative text ya?”
Other S	: “Itu yang cerita-cerita gitu ya mas?”
R	: “Good. Nah, sekarang kita bukan ngomongin tentang cerita-cerita ya.”
S	: “Procedure text mas?”
R	: “Great. But, it is not simply a procedural text. Dalam procedural text, kalian menemui sebuah sequence atau urutan yang jelas ya, tapi tidak dalam teks ini. Have you ever seen such a text? Pernah ketemu blom kira-kira? Sudah dong ya pastinya.”
S	: “Teks yang kemarin di soal ya mas?”
R	: “That’s it. And now, let’s call it as a tip text.”
R introduced such text type to the students.	

(Appendix A, Field Notes2 March 1st, 2014)

As the modeling text, the authentic material was not used just yet. A passage from a course book was taken instead. It was believed that the students need to know the standard form of such a text type first before implementing the authentic one. A text entitled “Manners in the Workplace” was given to the students as the model. The characteristic of the text was compared with the procedural text’s which has similar pattern. In comparing the texts, both the mutual characteristic and the differences were explained.

The modeling text worked well in introducing the tip text to the students. The topic of the material also successfully caught their attention. It can be seen from the way they analyze the text. None of the students complained as what happened in the reading class before.

Moving to the joint-construction phase, an authentic tip text entitled “How to survive Your Freshman Year in High School” was prepared for the class’ group discussions. The students were divided into eight groups and every group received same text. In the text, there are many pictures supporting the content of each tip.

Having captured plainly from internet, the material successfully amused the students with the colorful pictures and layout.

This can be seen from the extract of Field Notes 2.

*A student asked : “Mas, ini gambarnya kok banyak banget?”
 Researcher : “That’s good, isn’t it? Bagus kan?”
 A student asked : “Bagus mas, tapi yang ini nggak nutup aurat mas.”
 Researcher : “Hehe, that is just copied from internet. The picture shown there is as an example for a bad thing. Itu buat contoh dari isi teksnya ya, kadang-kadang dibutuhkan juga contoh yang tidak baik.”*

From this activity, it was seen that the students felt amused by the materials presentation.

(Appendix A, Field Notes2 March 1st, 2014)

After the materials and the exercise had been distributed to each group, the instructions were generally explained for every group briefly. It was expected that some curious students were willing to ask the detail of the instruction. Yet, no one was apparently interested in asking the researcher. Thus, their missions were explained thoroughly through involving in every group discussion.

There were five exercises dealing with the text. Two exercises were about the content of the text and its social function. Those two exercises’ answers needed to be presented by the representative of each group. Then, there was an exercise dealing with the vocabulary. The students should match some words appeared in the text with the provided definitions which was in English. They were not allowed to open their dictionary. The following exercise was about reference. And the last exercise was about finding topic and main idea.

Being amused by the materials, the students enjoyed their tasks. Every student took a part in their own group discussion. When getting involved in the students' discussion, the researcher prompted the students to ask him whether there was any difficult word. Moreover, when they found new words, especially informal words or slangs which undoubtedly are authentic, they were stimulated to dig the meaning from the context due to their inability in finding such words in their dictionary. A question had been asked by some students. The details can be seen from extract of field note below.

S	: “Mas, dorky itu apa ya?”
R	: “Err, di tips yang mana kata itu muncul?”
S	: “Nomor 4 mas, get to know you school’s map.”
R	: “Well, extremely, when you find a student bringing a map wherever he or she goes, what do you think? Misal kalian liat seseorang kemana-mana bawa peta di sekolah kira-kira apa pendapat kalian?”
S	: “Aneh mas, kaya lg nyari harta karun aja mas.”
R	: “Good. So? Cari definisi yang pas di pilihan jawabannya.”
S	: “Ok, mas.”
R	: “Got it?”
S	: “Yes, mas.”

(Appendix A, Field Note 2 March 1st, 2014)

Based on the field note above, the “not easily open dictionary” mission seemed to work. However, the materials used were not only successful in improving the students' capability in guessing the meaning of difficult words by the context but also improving the interaction between the students and the teacher. It can be seen that when the students were being prompted, they were willing to ask questions.

The time did not seem enough; hence, the collaborator asked the researcher to discuss the first two stated exercises first. He agreed and started

discussing the reference, vocabulary, and finding main idea matters. The students did not have any difficulties in references. They also did well in the vocabulary exercises even though they did not try to find even a single word in their dictionary.

The time was up before the students finished their group work. The students were explained that they should continue their work as homework and present that in the next meeting. The chief of the class, then, was also asked to lead the prayer. The class was closed.

(2) Meeting 2

The second meeting was on Tuesday, March 4th 2013 at 08.00 a.m. – 09.30 a.m. This meeting aimed to continue the unfinished first meeting. From the first meeting, it was known that the students needed much time in comprehending text even in group discussion.

The class was opened by greeting the students and checking the attendance as usual. No one was absent. After the opening, their homework was asked. However, the students, every one of them, had not finished their group homework. They argued they already had a great amount of homework given by the other teachers. They did not have enough time to do all the homework. Having no other option, the students were asked to finish their group work in 30 minutes. It can be seen from the extract of the field note below.

R	: “How is your homework, class? Has it done yet?”
Ss	: “Not yet, mas.”
S	: “PR nya numpuk mas, nggak cuman bahasa Inggris <i>tok</i> .”
R	: “Well, trus gimana bahasnya ya nek blom dikerjain? How could we

discuss the undone homework? You said you would do your work at home last meeting, didn't you?"

Ss : (Silent)

R : "Ok then, I'm giving you 30 minutes to do your homework now. Reassemble with your group, and good luck."

(Appendix A, Field Notes 3 March 4th, 2014)

Their awareness was still in a low level that time. They seemed to think that whether they did the homework or not, the homework would still be discussed right away. To do or not to do is not the matter.

After the homework had been done, the researcher and the students discussed that together. A problem appeared when they do the finding main idea part. Almost of all the students still could not identify a main idea and a topic of a paragraph. They were still in confusion over the difference between main idea, topic sentence, and topic. However, this matter was not known from the students' questions. The students were still lack of awareness at this point.

The main idea matters, then, were being explained intensively. The students involved in finding main ideas of every paragraph in the text right after the explanation. They can easily find the main idea of every paragraph after the explanation.

After discussing the main idea problems, every group was asked to present their group work in front of the class. Every representative presented their group work well. They were given some feedback and everything was summed up.

The next phase was about assessing the students' individual performance. The students were given another text entitled "Personal Qualities for an Accountant". The question sheets were distributed, the instructions of the three

exercises were explained, and they were told the time allocated. They had 45 minutes to do the individual work.

At the first 10 minutes, the situation of the class was conducive. However, a student or two started to make inappropriate gestures. Some students peeked to the others, whispered, and even yawned. It seemed that some of them had thoughts that the exercises were not quite important for them.

Forty-five minutes had passed, yet many of the students had not finished their work. They were explained that this time they should finish their homework or they home teacher would be upset. They agreed and the researcher closed the class.

This can be seen from the extract of Field Notes 3.

Researcher : “Ok class, the time is up. Please submit your work now.”
A student answered : “Belom selesai maass..”
Researcher : “How come? You should have finished your work after the 45 minutes. Kok belum selesai? Ada yang sudah selesai?”
The students were silent.
Researcher : “Err, well, I think you should add a new homework to your to-do-list. PR kalian nambah ya. And I don’t expect to see undone works in the next meeting. Pertemuan berikutnya harus sudah selesai ya?”
Students answered : “Iya, mas.”

From this activity, it was seen that the students were still lack of awareness.

(Appendix A, Field Notes3 March 4th, 2014)

Many of the students, even though they did their works happily, they failed to finish their work in time. They took the task like the result of the task would not affect their teacher’s perspective towards them.

c. Reflections of Cycle I

The implementation of authentic materials in the first cycle was done in two meetings. It was on Saturday, March 1st 2014 and Tuesday, March 4th 2014. After the implementation, a reflection was conducted.

Authentic materials had successfully prevented the students from getting bored. The students enjoyed the materials so the process went adequately well. Moreover, with the content of the text which suited their world, they enjoyed digging up information of the text.

However, the students still lacked of awareness. They seemed aware in asking about their difficulties. Yet, they could not use their time efficiently and even did not do their homework. Either allocated time for every exercise was not enough or they failed to focus on their work instead of chatting with their mates might be the cause.

In the vocabulary aspects, the students had done well in reducing their dependence on using dictionary. They had tried to find the meaning of new words by the context of the text. Knowing many informal words and slangs stimulated them to dig things more instead of directly looking up in the dictionary.

The students also had difficulties in defining the main idea of a paragraph. They were confused in differentiating between topic, main idea, and topic sentence. This problem had been covered in this cycle by giving a clear explanation and giving examples by doing some exercises

The interaction between the students and the researcher as a teacher was also getting well. He involved in every group discussion and the students were

willing to ask him after his prompting. Moreover, the interaction between students themselves was also getting better. They had discussed some issues well together.

The English teacher, as a collaborator, also had a same note. She argued that both the researcher and the students were in need of improvement. This can be seen from the extract of interview transcript below.

R : "Selamat siang, bu." (*Good afternoon, ma'am.*)
 ET : "Siang, silakan masuk. Sebentar ya." (*Afternoon. Please, come in. Wait a minute*)

ET : "Ini sudah saya buat beberapa catatan selama cycle pertama. Lebih baik masnya tetap di KD yang kemarin untuk cycle ke-2 dengan melakukan perbaikan-perbaikan tentunya." (*Here this is, I had made some notes during the first cycle. You better stay on the same basic competence for the next cycle with improvements indeed.*)

R : "Iya bu', siswa masih terkesan kurang kesadarannya. Apa salah nya di saya atau gimana ya bu'? (*Affirmative, ma'am. The students still lacked of awareness. Was it something wrong with my teaching?*)

ET : "Sebenarnya hanya masnya yang kurang percaya diri saja. Untuk dampak penggunaan authentic materials nya sudah cukup terlihat, hanya saja kesadaran siswa untuk mengidentifikasi banyak hal dari sebuah teks masih kurang jika dilihat dari waktu yang mereka butuhkan dalam mengerjakan soal. " (*Truthfully, you only need to be more confident. The authentic materials sure have impact, yet, in fact, the students wasted much time to identify the texts.*)

R : "Authentic materials cukup efektif, masih pada KD yang sama, dan harus meningkatkan manajemen waktu dan kesadaran siswa untuk lebih efektif dalam mengerjakan soal ya bu'?" (*Authentic materials were quite effective, should be still in the same basic competence, and should improve both the time management and the students' awareness, is that all ma'am?*)

ET : "Seperti itu kurang lebih untuk bayangan di cycle 2 nanti." (*Yes, that's all, more or less.*)

R : "Iya bu', terimakasih." (*Yes, ma'am, thanks*)

ET gave the note to the R. R left the room.

(Appendix B, Interview transcript, March 4th 2014)

In conclusion, the authentic materials sure had an impact in the students' reading comprehension in the first cycle. The materials successfully amused them

so they did not easily get bored and stayed focused. Nevertheless, there were still some problems in the students' awareness and the researcher's time management. The researcher and the collaborator agreed to continue the cycle to solve the remaining problems.

2) Reports on Cycle II

a. Planning

Based on the reflections in the first cycle, it was found that authentic materials were effective in keeping the students from getting bored and focusing their attention to the text. Their pictures, layout, and information amused them. The researcher also successfully maintained good interaction with the students. However, the students' awareness was not efficiently improved yet. They took too much time in comprehending texts.

The collaborator offered the use of multiple choices and matching questions exercises. In addition to the use such exercises, she argued that a better time management should also be achieved. There was still less explanation and too much discussion in the classroom. The researcher should be more confident and have more composure in explaining. Thus, it was concluded that both sides, the researcher and the students, needed to be improved. He should improve his teaching style and the students should be more aware with their duty in doing every exercise.

Therefore, it was agreed that even though authentic materials were quite effective in keeping the students in a proper mood, the students still needed to be

treated in a proper way. Giving an effective reading tip to the students was needed in order to prompt their awareness.

The plans for the second cycle can be summarized as follows:

1) Selecting authentic texts

The authentic materials were expected to be able keeping the students' awareness in a required level. In selecting the materials, the researcher used the criteria as proposed by Nuttall (1996) i.e. suitability of content, exploitability, and readability.

For the first authentic text entitled "*Top 10 Study Tips for Students*", it provides amusing pictures for every tip which undoubtedly would motivate the students. Moreover it was fit for both the basic competence of grade XI Vocational High Schools due to it is a tip text as demanded and for the XI graders themselves because the text talks about effective ways in studying. The text is also challenging and exploitable considering many new words related to a students' world appears in the text. Furthermore, the text provides examples in using imperative sentences. This text is readable too because it develops many main ideas which are the tip themselves into paragraphs. It would be good example for the students finding main idea of a paragraph.

For the second authentic text entitled "*8 Ways to Take Control of Your Time*", it provides an amusing authentic layout which undoubtedly would motivate the students. Moreover it was fit for both

the basic competence of grade XI Vocational High Schools due to it is a tip text as demanded and for the XI graders themselves considering the text talks about how to manage time efficiently. The students often argued they got too many tasks from the teachers, so it would help them in some ways. The text is also challenging and exploitable considering many new words related to time management appears in the text. Furthermore, the text also provides examples in using imperative sentences. This text is readable too because it develops many main ideas which are the tips themselves into paragraphs. It would be a good article for the students finding main idea of a paragraph individually as what they did in group.

2) Arranging a course grid using selected authentic articles.

In developing the course grid, the activities were arranged based on the genre approach proposed by Feez (1998, 28-31). The course grid is developed in a particular form, as seen in the following extract of the course grid itself.

Stand ard of Comp etence	Basic Compete nce	Indicators	Learning Activities	Learning Materials (Authentic Materials)				
				Topics	Generic Structure	Grammar	Vocabular y	Spelling
.....

(Appendix, Course Grid)

The course grid was developed into five main columns i.e. standard of competence to indicate the curriculum was being used, basic competence to specify the competency, indicators to indicate the goal of the study, learning activities containing the sequenced activities, and learning materials of the authentic materials. Following the learning materials column, there are five sub-columns consisted of topics, generic structure, grammar, vocabulary, and the spelling of the selected materials. A complete form of the course grid can be seen in the appendix.

- 3) Use Authentic Materials to keep the students in proper mood so they can enjoy their task and stay focused.
- 4) Improve the time management.
- 5) Give the students some tips in reading.

b. The implementation of the Actions and Observation

The actions were carried out one time i.e. on March 8th, 2014. The schedule of the cycle II can be seen in the table below:

Meeting	Day and Date	Time	Material
3	Saturday, March 8 th , 2014	3x40 minutes (11.15 a.m.–01.45 p.m.)	<i>“Top 10 Study Tips For Students”</i> <i>“8 Ways to Take Control of Your Time”</i> – Authentic Tip Text

Table 4: The schedule of the cycle II

It focused on the use of authentic materials in keeping the students in a proper mood and prompting the students’ awareness by giving tips. The complete description of the implementation in the second cycle was presented as in the following.

Meeting 3

The meeting was conducted on Saturday, March 8th, 2013 at 11.15 a.m. – 13.45 p.m. This meeting focused on increasing the students’ awareness. The class was started by greeting and checking the attendance. Then, the students were asked about their homework. Unlike their homework before, they had already done theirs. Their work was evaluated briefly by explaining their ineffectiveness in doing their work.

After the short evaluation, an actual tip in reading texts efficiently was offered. There are many ways in attempts to read texts quickly yet this time it was decided to introduce how to read effectively by defining the topic sentence first as they had got the way on it before.

Before pointing out the tip, it was explained that there are two major indicators in their reading effectiveness i.e. speed and accuracy. It was explained that in a real test, they should be able to comprehend long texts in a quite short time. Hence, they should be able to keep the two indicators in a proper balance. Therefore, the students were offered such a tip in order to prompt their awareness in doing their exercises effectively. They were quite good in comprehending the text, yet they took too much time before.

During the explanation, the class condition was good. Every student in the class paid attention to what had been explained. The students' awareness also had already started increasing as some students asked the teacher to explain the tip by giving example.

After the explanation, group tasks were given to the students to discuss. The students were divided into eight groups and every group got same assignment. The assignment was about analyzing a text entitled "Top 10 Study Tips for Students". The objective was to try match main ideas provided to the proper paragraphs. They also should try to find the topic of the paragraph right after. Then, finally they should use their comprehension in answering and providing the evidences of true-false questions. The researcher involved in every group discussion.

During the discussion, there was a student who completely was not in mood. She did not join her group discussion and looked sleepy. The researcher offered to her whether she needed to wash her face. She took the offer. Right after

she came back to the class, he explained her and her group objectives in detail.

That worked and she started getting involved with her group discussion.

This can be seen from the extract of Field notes 6.

When the Ss are doing the group discussion, an S seemed having some problem with her motivation.

R : “Is there anything wrong smarty? Ada masalah?”

S : “No sir, cuman ngantuk.”

R : “Wow, are you sleepy? Ok you may go washing your hand. Kamu boleh ke belakang dulu.”

S : “Gapapa mas. Ga kenapa-kenapa kok.”

R left that group for another group for a while and came back to that group right after.

R : “Are you okay now?”

S : “Ah, mas, gapapa kok.”

R : “Ok, for this group, I will re-tell the instruction.”

R explained the instruction and gave an example in doing the first exercise.

S : “Cuman gitu mas?”

R : “Yep, sometime you just need to find a word which most likely appears in a paragraph. Kata itu yang kemungkinan besar jadi topic dari paragraph tersebut. Finally, do you remember that main idea is about ‘what happen to the topic’?”

S : “Yes sir. Cuman gampang ternyata”

R : “Do the rest, then.”

From this activity, it was seen that the researcher needed to give special treatment for improving the students’ awareness.

(Appendix A, Field Notes 5 March 8th, 2014)

The group discussion went remarkably well. The students did not waste much time. Then, the problems were solved together and good results came up. The lesson was summed up, and the individual tasks were started as an assessment.

The students were given 30 minutes in doing their individual tasks. They were doing well and they had finished theirs before the time is up. Then, questionnaires about how the two cycles go were given to them. They filled the

questionnaires quickly. The questionnaires were collected and the class was closed.

c. Reflection of Cycle II

The implementation in the cycle II was done just in one meeting. It was on Saturday, March 8th, 2014. There were changes after the researcher added tip in reading effectively to the students. Furthermore, the authentic materials still successfully made the students in a proper mood.

The topic of the authentic materials, which is about time management, successfully caught the students' attention. They responded well and wanted to dig information from the text. It also made the researcher as a teacher realize that the topic choice plays important roles in fully getting the students' attention. Furthermore, the authentic layout of the materials was able to keep them away from boredom.

The students' awareness was increased considering their curiosity and their time in doing the exercise. They were willing to ask to the researcher when they had difficulties. Moreover, when the notion, which is the tip, was explained, they demanded more explanation by giving examples. They also had used their time very well in both group and individual tasks.

The reflections above were done based on the observation during the teaching and learning process of reading and the interviews conducted by the researcher with the English teacher as the collaborator. It is in line with the concept of democratic, process, dialogic, and outcome validity. Meanwhile, there was more than one observer in gathering the data. This is in line with the concept

of the triangulation. By looking the results in the second cycle which had shown improvements in the students' reading comprehension and students' awareness, he and the English teacher as the collaborator decided to stop the cycle.

C. General Findings

The implementation of the action in this research was over. Based on the actions, observation, and the reflections, the findings were found as the following.

First, authentic material is effective to improve the students' involvement in the teaching and learning process of reading. Formerly, the students had difficulties in keeping themselves in a proper mood and getting easily bored because they got drilled by monotonous materials. By varying the materials with such colorful and authentic materials, they were able to do their work happily.

Second, authentic materials provide various authentic vocabulary. Even though there are many words which are informal, the students need to know them as well because those words are used in a real life communication.

The last, there were some factors that should be considered by the teacher to maintain the students' awareness. First, the teacher had to consider the time. The teacher should not let the students waste the time ineffectively. Second, the teacher should give clear explanation for the students in doing their tasks because there might be some students who had wrong perception about what should be done in each step. The last, the teacher should be able to manage and handle the class well so that the students did not lose their attention.

Those findings were summarized in the table 3 below.

No	Pre-Condition	Cycle I	Cycle II
1.	The students had low awareness.	The students were aware in asking their individual problems to the researcher, yet they still could not use their time effectively.	The students' awareness was increasing considering both their group and individual work took shorter time.
2.	The students got easily bored with the materials.	The researcher successfully kept their mood in doing their work.	The students' interest in authentic materials seemed decreasing due to they had already got such materials before. However, their willingness and mood were still in a good level.
3.	The students lacked vocabulary mastery.	The students' vocabulary mastery increased a bit. They were willing to find the meaning of each word by the context from the text, yet they still made mistakes.	The students had done their words' meaning finding by the context better.

Table 5: The Result after implementing authentic materials in improving students' reading comprehension.

In this part, the result of the students' score was shown as in the pre-test and post-test. Those scores are displayed in the Table 4.

Pre-Test	Post-Test
6,7	7,5

Table 6: Students' Mean Score

The result of the pre-test and post-test above showed the difference of the mean score. The mean of the pretest was 6,7. Meanwhile, the mean of the posttest was 7,5. It means that the mean of the pretest improved. The mean was obtained from the 32 students. From the result above, it could be concluded that Authentic Materials improve the students' reading comprehension in class XI AK1.

D. Research Discussion

The research focuses on improving students' reading comprehension using authentic materials. This technique was implemented both in the first cycle and the second cycle. The findings of the research showed that authentic materials were successful in improving the students' reading comprehension. From the findings, the discussion was written as the following.

The authentic materials were given by conducting teaching and learning of reading and asking the students to work in both group and individual in the process. Hence, the authentic materials allowed the students to collaboratively work in group discussion and also confidently work in individual during the teaching and learning process of reading.

Authentic Materials effectively kept the students' willingness in reading the text during the process. They did not get easily bored in analyzing the text. They also enjoyed doing the tasks considering their participation in group discussion and individual performance. When they were in a proper mood, their awareness was simultaneously in a good level.

Pedagogical materials are good for the students' process of learning, yet they hardly met the real language used in daily life and got many informal vocabularies from such materials which are obviously used in real daily life. Hence, by reading such materials, they also met the language used in the real daily life communication.

Those are inline with the advantages of the authentic materials as proposed by Philips and Shettlesworth (1978), Clarke (1989), and Peacock (1997) cited in Richards (2001):

1. They have a positive effect on learner motivation.
2. They provide authentic cultural information.
3. They provide exposure to real language.
4. They relate more closely to learners' needs.
5. They support a more creative approach to teaching.

On the first cycle, in implementing the Authentic Materials, the students were taken into an enjoyable teaching and learning process of reading. The materials successfully kept the students' willingness, yet not quite successful in their awareness. They did every their work but not in time. It showed that they still lacked of awareness. Therefore, it was decided to solve the awareness problem in the next cycle.

From the first cycle, the English teacher, as a collaborator, argued that in solving the remaining problem, the exercises should be enhanced by varying them in many ways. Furthermore, she also argued that the researcher himself should specify his explanation to the students and maintain his composure. Therefore, in the second cycle, the exercises were varied into many ways and every instruction was explained instead of waiting the students to ask. The students were also motivated by giving tip in effective reading. Those gave good result considering

the students not only were able to use their time effectively in this cycle but also comprehended the text well.

To put the whole things in a nutshell, authentic materials would be able to keep the students from many destructions. However, only giving the enjoyment to them was not effective. Their work rate was naturally decreasing when they were in enjoyment. Their anxiety should also be kept in a proportional level. Balancing the pressure with the enjoyment worked well in getting the best out of the students.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This research focused on improving the students' reading comprehension through authentic materials. The authentic materials which were implemented successfully improved the students' reading comprehension. Accompanying actions i.e. giving reading tips to the students and limiting the use of dictionary were also implemented. In supporting the result, the data was presented in the form of qualitative and quantitative data. The qualitative data were presented as follows.

Authentic materials bring the real word to the English reading classroom. They offer the teacher many kinds of contexts, topics, and contents which can be fit for the reading learners' reading tasks. An authentic material developer teacher has a broader perspective towards the students' world.

The authentic materials also provide the students with the contexts by their authentic layouts. Those layouts represent the origin, the social purposes, and the situational contexts of the text.

Furthermore, authentic materials' language provides many informal words and slangs. They contain many words which can hardly be found in formal course books. Those kinds of informal words might seem impolite but they are surely used in the real daily life communication.

Being amused by such authentic layouts and language, both interactions between the students with the teacher and the students themselves were getting better. They were not afraid in asking to the teacher about their problems and they made good group discussions.

The accompanying action implemented alongside with authentic materials was giving the students tips in comprehending a text efficiently by guessing the main idea of every paragraph in a text. The authentic materials themselves still worked well in maintaining the students' willingness. Furthermore, the accompanying action also successfully prompted the students in doing their job effectively.

In terms of quantitative data, there was an improvement on the students' reading comprehension. It could be seen from the result of pre-test and post-test. The mean of the students' scores improved from 6,7 on pre-test to 7,5 on post-test. It showed that authentic materials were successful in improving the students' reading comprehension.

B. Implications

The research findings show that the use of authentic materials can improve the students' reading comprehension on texts. The students were able to happily do their work. Moreover, they were introduced with real language used in daily life by the materials. From the findings above, the implication of the study are as follows:

1. Providing many kinds of contexts, topics, and contents, a teacher has many options in developing reading materials.

2. Due to real reading tasks given by the teacher, the students were getting information from a text by comprehending them instead of only analyzing its sentences' structure.
3. Due to its authentic appearance, the use of authentic material was effective in keeping the students' willingness.
4. Containing many new words and slangs, authentic materials were effective in allowing the students to have practices in guessing the meaning from context.
5. The use of authentic materials directly introduced the students with the use of English in daily life.
6. Giving tips to the students was effective. The students were more active and motivated during the teaching and learning process. Their awareness in giving their best in doing their both group and individual tasks was increasing a lot.

C. Suggestions

Based on the conclusion and the implication above, some suggestions will be directed toward the students, the English teacher, and other researchers.

1. To the students of Vocational High Schools

The students should practice reading English texts more. Reading tasks usually deal with time. They need to focus and pay their fully attention towards their job. Related to authentic materials, because they are not naturally designed for educational purposes, such materials provide not only

formal and decent words but also the otherwise. They need to be aware in the decency in using the language.

2. To the English teachers of Vocational High Schools

For the English teachers, it is important for them to be more creative in choosing and varying the materials that will be used in the teaching and learning process of reading. Drilling tasks normally works well for dedicated students but not every student in a class have same mood. Feedback from the students and their behaviour in a class should be considered.

3. To other researchers

This research was focused on improving the students' reading comprehension through authentic materials in SMK N 1 Godean grade XI class AK1 which is in the accounting department. For other researchers who want to conduct a research using the same materials, they have to prepare and select the texts well. They need to consider the suitability of the text. Furthermore, the authenticity of the text itself also needs to be maintained.

4. To material developers

For material developers, authentic materials are definitely worthy to be developed. They provide rich and actual language alongside with contexts and will definitely enrich the language learners with their authentic language.

5. To course book writers

Authentic texts are not naturally segmented into particular levels. Thus, in order to enrich pedagogical materials with the authentic materials, a

course book writer should pay attention to the level of the language according to the students' level and grade.

6. To the English Education Department

For the English Education Department, this research can be used as a reference towards using authentic materials in improving students' vocational high school reading comprehension.

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APPENDICES

APPENDIX A
Field Notes

Field note 1

Tuesday, February 25th 2014. 1st day (Pre-test)

R : Researcher

ET : English Teacher (as a collaborator)

S : Students

R came to the XI AK1 class with the ET. The class noise suddenly stopped. R and ET stood in front of the class. ET introduced R to the class briefly. ET asked R to open the class. ET went to the back of the class and sat.

R opened the class with a greeting. S answered the greeting. R asked who is the chief of the class and asked the class whether there are absent students or not. The chief of the class herself was absent due to her duty in the school student association with her four friends. Hence, there are total five students absent.

After the opening, R explained the reason why he came to the class. Some S had questions. R answered every question. Then, R told to S that they would have a pre-test. S started complaining. R explained the purpose of the pre-test. S agreed and R started distributing the question sheets. ET suggested giving the questions sheets to the absent S too.

After the questions sheets had been distributed evenly to the S, R started to explain the instructions of each task briefly. No one asked R about the tasks until ET asked R about particular task. S seemed agreed to their original teacher. R answered the question and started to explain every instruction thoroughly.

S had 60 minutes to do the pre-test. Some students tried to peek their tablemate's answer. After the 60 minutes, S submitted their work to R. R collected S' work and started distributing questionnaire. The questionnaire had been done in 10 minutes. R closed the class.

Field note 2

Saturday, March 1st 2014. 2nd day (1st meeting)

Time : 3x45 minutes.

R : Researcher

ET : English Teacher (as a collaborator)

Ss : Students

S : A student

R and ET came to the class, R stood in front of the class and ET went to back of the class. Before the class has been open, S submitted five missing pre-test work. R opened the class.

R asked the class about kinds of text. Ss didn't respond well. R prompted the class by mentioning kinds of text type. Ss still didn't respond well.

R : "Class, we'll talk about texts. Kita akan membicarakan tentang teks atau bacaan-bacaan di sekitar kita. So, have you ever seen such texts? Pernah ketemu bacaan gitu-gitu tidak?"

Ss : (silent)

R : "Err, I'm sure you guys have heard about narrative, descriptive, and so on. That's what I mean. Bacaan-bacaan dalam bahasa inggris hlo yaa tapi."

Ss : (giggling)

R : "Ok then, where is the attendance list? I need to find some names. Presensinya dimana ya?"

S : (murmuring) "di meja guru pak"

R : "So, Dwiyunaita. What do you think? Err, pernah ketemu teks bahasa Inggris belum?"

Dwi : "Eh iya mas, pernah. Di soal-soal ujian pak."

R : "Ok, good. How about in your daily life, class? Masak belum pernah ketemu teks Inggris sih? Well, in the newspaper or magazines or posters for example, have you ever found such text?"

Ss : "Sudah mas"

R : "Right, then, what if.., what if you need to find some advises? Misalnya saya, mau mengajar di kelas ini, then I want to find out how to be a good teacher from a text, kira-kira jenis teks apa yang saya dapatkan?"

S : “Narrative text mas?”

R : “Wait, what? Are you sure? Ok then, what kind of text is the narrative?
Kira-kira kaya apa tah Narrative text ya?”

Other S : “Itu yang cerita-cerita gitu ya mas?”

R : “Good. Nah, sekarang kita bukan ngomongin tentang cerita-cerita ya.”

S : “Procedure text mas?”

R : “Great. But, it is not simply a procedural text. Dalam procedural text, kalian menemui sebuah sequence atau urutan yang jelas ya, tapi tidak dalam teks ini. Have you ever seen such a text? Pernah ketemu blom kira-kira? Sudah dong ya pastinya.”

S : “Teks yang kemarin di soal ya mas?”

R : “That’s it. And now, let’s call it as a tip text.”

R introduced such text type to the students.

Many students asked R to review the pre-test. R then picked the text in the pre-test as the model.

(From the result of the pre-test, Ss’ reading comprehension is quite remarkable, but they seemed like not knowing how to identify the main idea of each paragraph.)

After explaining the concepts of the text, R emphasized the explanation in how to identify main ideas. S asked examples. R gave examples in finding the main idea and the topic of each paragraph in the modeling text. Ss didn’t look like in a good shape, yet they understood the concept of main idea and topic in a paragraph.

R divided the Ss in eight groups. R distributed a text to each group. Ss started solving the problem of finding main idea and topic of each paragraph of the text in a teamwork.

R involved in each group discussion.

S : “Mas, ini gambarnya kok banyak banget?”

R : “That’s good, isn’t it? Bagus kan?”

S : “Bagus mas, tapi yang ini nggak nutup aurat mas.”

R : “Hehe, that is just copied from internet. The picture shown there is as an example for a bad thing. Itu buat contoh dari isi teksnya ya, kadang-kadang dibutuhkan juga contoh yang tidak baik.”

The Ss were willing to ask the researcher about difficult words.

S : “Mas, dorky itu apa ya?”

R : “Err, di tips yang mana kata itu muncul?”

S : “Nomor 4 mas, get to know you school’s map.”

R : “Well, extremely, when you find a student bringing a map wherever he or she goes, what do you think? Misal kalian liat seseorang kemana-mana bawa peta di sekolah kira-kira apa pendapat kalian?”

S : “Aneh mas, kaya lg nyari harta karun aja mas.”

R : “Good. So? Cari definisi yang pas di pilihan jawabannya.”

S : “Ok, mas.”

R : “Got it?”

S : “Yes, mas.”

However, until the time is up, Ss had not finished their work yet. R promised their work would be discussed as homework in the next meeting. R closed the class.

Field note 3

Tuesday, March 4th 2014. 3rd day (2nd meeting)

Time : 2x45 minutes.

R : Researcher

ET : English Teacher (as a collaborator)

Ss : Students

S : A student

R came to the class. R opened the class by greeting Ss. Ss greeted R in a flat way. R asked Ss about the class before and reminded the Ss to focus in English for that time. R asked Ss about their group homework. Ss claimed that they were having much homework; thus, they had not finished their homework just yet. R gave 30 minutes for them doing their homework.

R : “How is your homework, class? Has it done yet?”

Ss : “Not yet, mas.”

S : “PR nya numpuk mas, nggak cuman bahasa Inggris *tok*.”

R : “Well, trus gimana bahasnya ya nek blom dikerjain? How could we discuss the undone homework? You said you would do your work at home last meeting, didn’t you?”

Ss : (Silent)

R : “Ok then, I’m giving you 30 minutes to do your homework now. Reassemble with your group, and good luck.”

After the homework had been done, R discussed the homework. For the main idea problems, R explained the answers to the Ss. Ss seemed to understand the main idea matters after the discussion.

For the other kinds of the task, each group’s representative presented their work in front of the class. After all groups had presented their work, R collected their results.

The group discussion, even though taking too much time, had been done well. R summed everything up.

After 45 minutes, R gave another task to the Ss (as a post-test 1). R gave Ss 45 minutes to do the test.

However, 45 minutes was not enough for Ss. R begged the Ss if they wanted to continue their work in home, they would have to finish their homework before the next meeting. Ss agreed.

R : “Ok class, the time is up. Please submit your work now.”

Ss : “Belom selesai maass..”

R : “How come? You should have finished your work after the 45 minutes. Kok belum selesai? Ada yang sudah selesai?”

Ss : (silent)

R : “Err, well, I think you should add a new homework to your to-do-list. PR kalian nambah ya. And I don’t expect to see undone works in the next meeting. Pertemuan berikutnya harus sudah selesai ya?”

Ss : “Iya, mas.”

R closed the class.

Field note 4

Tuesday, March 4th 2014. 3rd day (first cycle’s reflection)

Time : After the class.

R : Researcher

ET : English Teacher (as a collaborator)

R came to a room where the ET had already been waiting. ET was making a note when R enters the room.

R : “Selamat siang, bu.”

ET : “Siang, silakan masuk. Sebentar ya.”

ET : “Ini sudah saya buat beberapa catatan selama cycle pertama. Lebih baik masnya tetap di KD yang kemarin untuk cycle ke-2 dengan melakukan perbaikan-perbaikan tentunya.”

R : “Iya bu’, siswa masih terkesan kurang kesadarannya. Apa salah nya di saya atau gimana ya bu’?”

ET : “Sebenarnya hanya masnya yang kurang percaya diri saja. Untuk dampak penggunaan authentic materials nya sudah cukup terlihat, hanya saja kesadaran siswa untuk mengidentifikasi banyak hal dari sebuah teks masih kurang jika dilihat dari waktu yang mereka butuhkan dalam mengerjakan soal. “

R : “Authentic materials cukup efektif, masih pada KD yang sama, dan harus meningkatkan kesadaran siswa untuk lebih efektif dalam mengerjakan soal ya bu?”

ET : “Seperti itu kurang lebih untuk bayangan di cycle 2 nanti.”

R : “Iya bu’, terimakasih.”

ET gave the note to the R. R left the room.

Field note 5

Saturday, March 8th 2014. 4th day (2nd cycle)

Time : 3x45 minutes.

R : Researcher

ET : English Teacher (as a collaborator)

Ss : Students

S : Student

R came to the class with ET. ET went to back of the class. R opened the class.

R : “Assalamu’alaikum wr. Wb.)

Ss : “Wa’alaikumsalam wr. Wb.)

R : “Good morning everyone. Do you miss me?” (Chuckles)

Ss : “Goom morning, sir. No.” (Giggles)

R : “Well, is there anyone absent today? Ada yang nggak berangkat?”

Ss : “No, sir.”

R : “Good. So, last week, I mean, last meeting you all had had your individual exercises, right? Then, how’s it? Is it done? Sudah pada dikerjakan belum PR nya haioh”

S : “Sudah maaaaaaaas”

R : “Great. Then, please, submit yours to me. Di kumpulin sekarang ya.”

S : “Mau dibahas nggak pak?”

R : “Nope. I have something else. I would like to tell about speed and accuracy of reading. Jadi kali ini saya mau bercerita tentang kecepatan dan akurasi dalam membaca. Ada yang tau maksud akurasi itu apa?”

Ss : (Silent for a while)

R : “Yakin ini, nggak ada yang tahu tentang akurasi?”

S : “Ketepatan ya mas?”

R : “Good. Ketepatan. Maksudnya gimana nih. Begini, when you are reading a text or doing such reading exercises, you will deal with time and accuracy. Kalian secara otomatis akan memikirkan lama atau tidaknya membaca teks dan mengerjakan soal, dan tentunya benar atau salahnya jawaban kalian, right?”

Ss : (nodding)

R : “You need to realize, when you put all your attention to your accuracy, ketika kalian hanya mementingkan ketepatan jawaban kalian, that will cost you much time. (Drawing an illustration to the whiteboard) Vice versa, begitu juga sebaliknya. Got it”

Ss : (nodding, it seemed they're in a good form)

R : “Ok, then. What should we do to maintain both aspects in a good proportion? Kira-kira kita harus gimana biar keduanya seimbang? Actually, there are many tricks in effective reading. Yet, we are dealing with finding main idea just now, right? So, let's use them, ok? Jadi sebenarnya banyak sekali cara yang bisa kita gunakan untuk bisa menyerap informasi dari bacaan secara efektif. Tapi, sekarang kan kita sedang hangat-hangatnya nih sama nyari main idea, yok kita coba manfaatin. Dengan mengerjakan soal tentunya.”

S : “Yaah mas, tugas lagi nih?”

R : “Iya dong, in group, class. Stick together with your group.”

Ss : “Ok, sir.”

R : “Well, now, do the exercise by discussing with your group mates, ok?”

When the Ss are doing the group discussion, an S seemed having some problem with her motivation.

R : “Is there anything wrong smarty? Ada masalah?”

S : “No sir, cuman ngantuk.”

R : “Wow, are you sleepy? Ok you may go washing your hand. Kamu boleh ke belakang dulu.”

S : “Gapapa mas. Ga kenapa-kenapa kok.”

R left that group for another group for a while and came back to that group right after.

R : “Are you okay now?”

S : “Ah, mas, gapapa kok.”

R : “Ok, for this group, I will re-tell the instruction.”

R explained the instruction and give an example in doing the first exercise.

S : “Cuman gitu mas?”

R : “Yep, sometime you just need to find a word which most likely appears in a paragraph. Kata itu yang kemungkinan besar jadi topic dari paragraph tersebut. Finally, do yo remember that main idea is about ‘what happen to the topic’?”

S : “Yes sir. Cuman gampang ternyata”

R : “Do your best.”

In nearly half an hour, Ss had already done their group discussion. R discussed all the answers with the class in general. Then, R summed things up.

R : “Again, I remind you that we are still dealing with main ideas today. And what do we get? By knowing the main idea, It’s easy to find the right paragraph for the right questions, right? Ketika kita sudah *dapet* main idea pada tiap paragraph, kita tinggal baca pertanyaan tentang teksnya, dan kita tau di paragraph mana kita harus mencari kan?”

Ss : “Yes, sir.”

R : “But one thing, that won’t work without your hard work, ok? Do your best, stay focused, and finally, I give you the last exercise for today.”

S : “Lagi mas? Yah,,”

R : “iya dong, jadi class, you just need to do what you have learnt, ok? Quite simple.”

S : “Wah, soalnya colorful mas”

R : “Do you like it? Then, you should be able to do well. Everyone, a just give you 30 minutes. Waktunya 30 menit ya.”

Ss started doing their individual tasks. This time, 30 minutes is enough for all of them.

Ss submitted their work.

R distributed questionnaires to the Ss. They have their questionnaires done in just 3 minutes. R thanked to the Ss and closed the class.

Field note 6

Saturday, March 8th 2014. 4th day (2nd cycle's reflection)

Time : After the class.

R : Researcher

ET : English Teacher (as a collaborator)

R came to a room where the ET had already been waiting. ET was making a note when R enters the room.

ET : “Sudah selesai testnya mas?”

R : “Sudah bu’. Siswa sudah cukup bagus kesadarannya. Sangat meningkat dibanding cycle sebelumnya”

ET : “Sudah banyak kemajuan. Di sini yang menunjukkan kemajuan bukan hanya siswa nya tapi pengajarnya juga ya. Sudah bagus. Bisa dilihat bahwa ketika pengajar ingin meningkatkan kesadaran siswa dalam belajar ya salah satu cara ya dengan memberikan peningkatan dalam cara pengajar ya?”

R : “Iya bu. Sudah lebih nyaman ngajarnya.”

ET : “Nah, ini sudah jadi catatan untuk cycle ke-2 dari saya, silakan catatan-catatan saya bisa diarsip atau mungkin malah dicantumkan sebagai lampiran nantinya.”

R : “Baik bu, mungkin cukup sekian penelitian saya bu, terimakasih banyak atas bimbingannya.”

ET : “Sama-sama mas, saling belajar.”

R left the room.

APPENDIX B
Interview Transcripts

Interview 1

November 26th, 2013

R : Researcher

ET : English Teacher

R : Bagaimana kondisi kelas reading di kelas XI AK1 bu'?

ET : Kelas XI AK1 ini sudah seperti kelas unggulan di tingkat kelas XI. Murid-muridnya mengikuti pelajaran di kelas secara kondusif, tidak seperti kelas-kelas lainnya.

R : Tidak ada kendala sama sekali bu?

ET : Kalau untuk kendala tentunya banyak ya, anak-anak itu sering kurang kesadaran. Mereka itu benar-benar saya persiapkan sehingga nanti ketika sudah di kelas XII tidak kaget lagi menghadapi ujian-ujian. Sudah saya persiapkan dengan memberikan tugas-tugas, tapi yaitu, banyak dari anak-anak itu mengeluh tugasnya terlalu banyak.

R : Tugas-tugasnya biasanya diambil dari mana ya bu?

ET : Banyak yang saya ambil dari buku-buku waktu saya kuliah dulu mas.

R : Untuk materi bacaan di kelas reading bagaimana bu? Sering menggunakan LKS?

ET : Hwaduuh saya malah jarang pakai dari LKS mas,

R : Pernah pakai materi-materi yang autentik begitu bu?

ET : Pernah, semisal sekali waktu saya pakai surat kabar Jakarta post, tapi untuk yang angkatan ini saya belum pernah, Ya gimana ya mas, tuntutan untuk ujian sekarang banyak, sementara jam mengajar bahasa Inggris semakin berkurang, jadi saya lebih condong memberikan banyak tugas tentang struktur-struktur kalimat pada anak-anak.

R : Dalam skill membaca, ada kendala khusus tidak pada murid secara umum bu?

ET : Kebanyakan mereka masih lemah pada perbendaharaan kata, makanya tiap ada pelajaran Bahasa Inggris, saya mewajibkan mereka untuk membawa kamus .

R : Oh ya bu, saya rasa sudah cukup, trimakasih waktunya.

Interview 2

Noveember 26th, 2013

R : Researcher

F : A student named Furi

R : Terimakasih waktunya ya fur, bisa cerita nggak, bu Ririn di kelas ngajarnya gimana?

F : Orangnya disiplin mas, kalau ngasi tugas banyak banget.

R : Kemarin di kelas reading, kayaknya semua anak di kelas memberi respon ke tiap pertanyaan guru bisa kompak gitu, misal pas di tanyain di belakang preposisi ada jenis kata apa, sekelas kompak banget jawab noun gt, sudah benar-benar hafal ya?

F : Ya lama-lama hafal mas, tiap pelajaran diajarinnya itu-itu terus.

R : Nah itu sekelas semua ngerti ya?

F : Sebenarnya memang hafal mas, tp juga masih sering bingung.

R : Hwduh, trus pernah nggak pas di kelas di kasih teks, terus membahas isi teks?

F : Hwah, nggak pernah mas, itu mah pas SMP dulu, di sini sih seringnya mbahas struktur kalimatnya terus diartiin mas tiap dapet teks.

R : Teks yang diberikan bu guru pernah nggak diambil dari kehidupan sehari-hari kaya misalnya dari internet, acara tv, iklan di koran, gitu?

F : Seingat saya blom pernah mas.

R : Selama ini kadang pernah nggak merasa bosan terhadap materi yang diajarkan?

F : Iya sih mas. Soalnya tugas lagi, tugas lagi mas.

R : Oh gitu, ok, udah dapat banyak nih, makasih ya fur.

F : Sama-sama mas.

APPENDIX C
Observation Checklist

Observation Checklist of the Teaching and Learning Process of Reading

Instruction :

The observer checks (v) to Yes/ No column based on the real condition. “Yes” if the researcher or the students does it while “No” if the researcher or the students does not it. Give your description on description column if it is needed.

Day, date : Saturday, November 26th, 2013

No	Observation Items	Yes	No	Description
A	Pre-teaching			
1.	The teacher greets the students.	v		
2.	The students respond to the greeting.	v		
3.	The teacher asks the students' condition.	v		
4.	The students tell their condition to the teacher.	v		
5.	The students tell who is absent.		v	There were no students absent.
6.	The teacher outlines the materials.	v		
7.	The teacher explains the goal of the teaching and learning.		v	
B	Whilst-teaching			
1.	The students are ready to learn the materials.	v		.
2.	The teacher explains the materials.	v		
3.	The teacher uses media		v	
4.	The students respond toward the teacher's explanation.	v		
5.	The teacher uses authentic materials		v	
6.	The teacher gives chances to the students to ask the questions.	v		The questions are about structural aspects of every sentence in the text
7.	The students ask the questions.		v	
8.	The students ask their personal problems.		v	
9.	The teacher acts out the instruction.	v		
10.	The students listen and follow the teacher action.	v		
11.	The students cooperate well in the reading activities.		v	They analyzed the structure of the texts instead of comprehending them.
12.	The teacher checks the students	v		

	understanding by giving some questions.			
C	Post-teaching			
1.	The teacher and the students summarize the lesson.	v		
2.	The teacher gives a reward and motivates the students to participate more in the next meeting.		v	
3.	The teacher gives the topic for the next meeting.		v	
4.	The teacher says good-bye.	v		

APPENDIX D
Course Grid, Lesson Plans, and Materials

KOMPETENSI INTI	KOMPETENSI DASAR
1. Menghayati dan mengamalkan ajaran agama yang dianutnya	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia	2.1 Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman. 2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya. 3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya. 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap, serta responnya, sesuai dengan konteks penggunaannya. 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya. 3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya. 3.6 Menganalisis fungsi sosial, struktur teks,

KOMPETENSI INTI	KOMPETENSI DASAR
	<p>dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>factual report</i> dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.12 Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p>
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif,	<p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.</p> <p>4.2 Menyusun teks lisan dan tulis untuk</p>

KOMPETENSI INTI	KOMPETENSI DASAR
serta mampu menggunakan metoda sesuai kaidah keilmuan	<p>menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.</p> <p>4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan harapan dan doa bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4 Menangkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.</p> <p>4.7 Menangkap makna teks surat pribadi.</p> <p>4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.</p> <p>4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang</p>

KOMPETENSI INTI	KOMPETENSI DASAR
	<p data-bbox="810 394 1321 607">pengandaian jika terjadi suatu keadaan/ kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.</p> <p data-bbox="743 618 1362 831">4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p> <p data-bbox="743 842 1331 943">4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.</p> <p data-bbox="743 954 1331 1021">4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal.</p> <p data-bbox="743 1032 1203 1055">4.16 Menangkap pesan dalam lagu.</p>

COURSE GRADE

Standard of Competence	Basic Competence	Indicators	Learning Activities	Learning Materials (Authentic)				
				Topics	Generic Structure	Grammar	Vocabulary	Spelling
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban	3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedural berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.	Students are able to: a. Identify the social function of a tip b. Identify the parts of tips c. Get information from tips d. Work both in a group and individually	Building Knowledge of Field The students: - are introduced to the social context of an authentic model of the tip texts The teacher presents the context through visual materials. The students try to recall their current perception about tip texts. - explore features of the general cultural context in which the tip texts	Tips Authentic texts: - Ways to survive a freshman year. <i>taken from wikihow.com (http://www.wikihow.com/Survive-Your-Freshman-Year-in-High-School)</i> - Personal qualities for an accountant <i>taken from http://everydaylife.globalpost.com/personal-qualities-accountant-4601.html</i>	- Title - Introduction - Advices - Conclusion	Modal S + should	ethics (N) pace (V) impression (N) bold (adj) upperclassmen (N) dork (N) - slang strict (adj) undergarment (N) nerd (N) inf awkward (adj)	

n terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah			<p>are used</p> <ul style="list-style-type: none">- explore the social purpose of the text: to give advises to the readers about related issues <p>Both the teacher and students establish the social purpose of such text type through class discussions</p> <p>Modeling of Text</p> <ul style="list-style-type: none">- The students investigate the structural pattern of the text <p>The teacher gives a tip text as a model and prompts the students to</p>					
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			<p>analyze the content of the text. The students ask the teacher about difficult words appeared in the text. The teacher asks the class about the grammar used in the model text. The students try to identify the grammar of the sentences used in the model text. The teacher shows the generic structure of the text to the students.</p> <p>- The students compare the model given by</p>					
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			<p>the teacher with other examples of the text-type</p> <p>Join Construction of Text</p> <ul style="list-style-type: none">- Students begin to contribute to the construction of whole example of the text type <p>The teacher divides the class into some groups and gives tip texts to each group. The students try to identify the content, grammar used, and vocabularies on the text through answering questions given by the teacher.</p>					
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			<div><div><div>- The teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently. The group's representative presents their work in front of class</div></div><div>Independent Construction of Text</div><div><div>- The students work independently with the text The teacher gives another tip text to every student in the class. The students</div></div></div>					
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			<p>individually answer the questions related to the text given by the teacher.</p> <ul style="list-style-type: none"> - Learner performances are used for achievement assessment <p>Linking related texts</p> <ul style="list-style-type: none"> - Both students and the teacher compare the use of the tip text-type across different fields 					
		<p>Students are able to:</p> <p>a. Identify the social function of a tip thoroughly</p>	<p>Building Knowledge of Field</p> <p>The students:</p> <ul style="list-style-type: none"> - are reintroduced to the social context of an authentic model of tip text <p>The</p>	<p>Short tip Authentic texts:</p> <ul style="list-style-type: none"> - “Top 10 Study Tips for Students” taken from http://www.capital.edu/News_and_Events/Student_Center 	<ul style="list-style-type: none"> - Title - Introduction - Advices - Conclusion 	<ul style="list-style-type: none"> - Imperative Sentences 	<p>procrastinate, anxiety, struggle, pursuit, reinforce, dedicate, schedule, sidetracked, devote</p>	

		<p>b. Get information from tips</p> <p>c. Work efficiently both in a group and individually</p>	<p>teacher re-presents the context through visual materials. The students try to recall their current perception about short tip texts</p> <ul style="list-style-type: none"> - Re-explore features of the general cultural context in which tip texts are used - Re-explore the social purpose of the text <p>The teacher prompts the students to do every task seriously by giving tips in reading.</p>	<p><u>/Top 10 Study Tips for Students.aspx/</u></p> <ul style="list-style-type: none"> - “8 Ways to Take Control of Your Time” taken from <u>http://bigfuture.collegeboard.org/get-started/in-side-the-classroom/8-ways-to-take-control-of-your-time/</u> 				
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			<p>Modeling of Text</p> <ul style="list-style-type: none">- The students investigate the structural pattern of the text- The students compare the model given by the teacher with other examples of the text-type <p>Join Construction of Text</p> <ul style="list-style-type: none">- Students begin to contribute to the construction of whole example of the text type <p>The teacher divides the class into some groups and gives a tip text to every group. The</p>					
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			<p>students try to work in group to identify the content, grammar used, and vocabularies on the text through answering questions given by the teacher.</p> <ul style="list-style-type: none">- The teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently. <p>Independent Construction of Text</p> <ul style="list-style-type: none">- The students					
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			<p>work independently with the text</p> <ul style="list-style-type: none">- Learner performances are used for achievement assessment <p>Linking related texts</p> <ul style="list-style-type: none">- Both students and the teacher compare the use of the tip text- type across different fields					
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Lesson Plan 1

School	: SMKN 1 Godean
Subject	: English
Class/Semester	: XI/I
Allocated Time	: 4x45 minutes (2 meetings)
Skill	: Reading

A. Standard of Competence

Reading

3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

B. Basic Competence

3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.

C. Indicators

The students are able to:

- Identify the social function of a tip
- Identify the parts of a tip text
- Get information from a tip text
- Work both in a group and individually

D. Objectives

The students are expected to be able to comprehend functional texts in the form of tips.

E. Materials

Tips (Authentic)

F. Technique/Method

Genre-Based Approach

- Building Knowledge of Field
- Modeling of Text
- Join Construction of Text
- Independent Construction of Text

G. Activities

Building Knowledge of Field

The students:

- are introduced to the social context of an authentic model of the tip texts

The teacher presents the context through visual materials.

The students try to recall their current perception about tip texts.

- explore features of the general cultural context in which the tip texts are used
- explore the social purpose of the text: to give advises to the readers about related issues
Both the teacher and students establish the social purpose of such text type through class discussions

Modeling of Text

- The students investigate the structural pattern of the text

The teacher gives a tip text as a model and prompts the students to analyze the content of the text.

The students ask the teacher about difficult words appeared in the text.

The teacher asks the class about the grammar used in the model text

The students try to identify the grammar of the sentences used in the model text.

The teacher shows the generic structure of the text to the students.

- The students compare the model given by the teacher with other examples of the text-type

Join Construction of Text

- Students begin to contribute to the construction of whole example of the text type

The teacher divides the class into some groups and gives tip texts to each group.

The students try to identify the content, grammar used, and vocabularies on the text through answering questions given by the teacher.

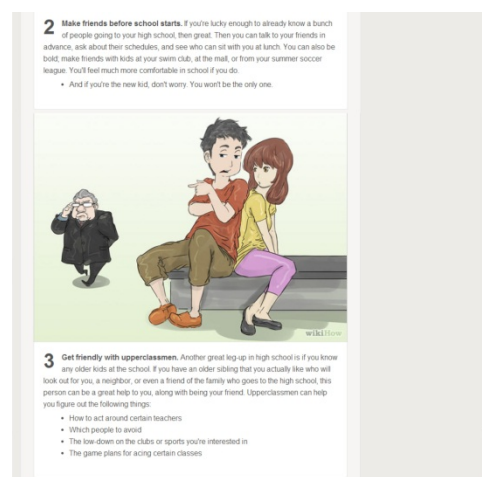
- The teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently.
The group's representative presents their work in front of class

Independent Construction of Text

- The students work independently with the text
The teacher gives another tip text to every student in the class.
The students individually answer the questions related to the text given by the teacher.
- Learner performances are used for achievement assessment

Linking related texts

- Both students and the teacher compare the use of the tip text-type across different fields



Text 2 taken from <http://everydaylife.globalpost.com/personal-qualities-accountant-4601.html>

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A creative accountant can help his client find unique solutions.

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Creative and Inquisitive

Although an accountant needs to be comfortable with structure, he should also be creative. An accountant should come up with new and fresh ideas for overcoming obstacles or dealing with financial difficulties. An inquisitive mind that always wants to learn more and research new methods for efficiency will keep an accountant on the top of his field.

Detail Oriented

Having an eye for detail is crucial to be a good accountant. A small error might be hidden among a long line of details that an accountant must go through in order to find. But that one small error could make a huge difference in a business's future. An accountant must also keep very detailed notes about his progress and meetings to keep his clients well informed.

Business-Minded

An interest in business -- even having the heart of an entrepreneur -- will help a person be a better accountant. By understanding business models, an accountant can decipher what economic methods might fit best with a business's goals. The things that an account discovers can lead to important business decisions. If he can couch his suggestions in terms of a business's bottom line, he will be an even greater help to his clients.

Accountants work in high-stress environments where missing one detail can mean high costs for businesses down the road. An accountant needs a calm, organized and creative personality in order to thrive and not be bogged down by the responsibility of playing a key role in his clients' financial health and future.

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Strong Ethics and Integrity

An imperative to be a good accountant is honesty and a strong sense of integrity. An accountant who lives of a life of integrity will make sure that he keeps confidential information private. He will also ensure his clients obey all relevant laws, which will keep them out of trouble in the future.

Organized and Structured

An accountant should personally be a very organized person who is comfortable working within a highly structured environment. An accountant's work can be repetitive and involve strict rules and regulations. She also needs solid time-management skills to keep up with deadlines and complex projects. Being able to organize and prioritize is essential.

I. Assessment

Skill : Reading

Kind of assessment: Individual performance and group work

Instrument: Tip texts.

J. Exercises

Text 1

Exercise 1

Answer the following questions.

1. What does the text mainly talk about?
2. What is the purpose of the text?
3. Where do you usually find such a text in a daily life?

Exercise 2

Match the words with the definition.

- freshman (N)
 - ace (V) inf.
 - impression (N)
 - bold (adj)
 - upperclassmen (N)
 - dork (N) – slang
 - strict (adj)
 - undergarment (N)
 - nerd (N) inf
 - awkward (adj)
-
- a. a person, who is not attractive and awkward or socially embarrassing
 - b. causing problems, worry or embarrassment
 - c. to do very well in an examination
 - d. strongly limiting someone's freedom to behave as they wish, and likely to severely punish them if they do not obey
 - e. not shy
 - f. a student in the first year of high school, college, or university
 - g. a stupid awkward person
 - h. a piece of underwear
 - i. senior
 - j. the way that something seems, looks or feels to a particular person
 - k. a tool with a long handle and three or four points, used for digging and breaking soil into pieces
 - l. one of the four playing cards with a single mark or spot, which have the highest or lowest value in many card games

Exercise 3

According to the text, what is the ideal freshman like? Complete the chart.

A freshman should ...	A freshman should not ...
1. go out to meet a few new people	1. stay home with mom all the time
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Exercise 4

What do these words refer to?

1. it (tips 1, line 3)
2. this (tips 4, line 1)
3. this (tips 4, line 8)
4. it (tips 6, line 5)
5. this (tips 6, line 11)

Exercise 5

Find the topic and the main idea of each tip of the text.

Tip 1

Topic

.....

Main idea

.....

Tip 2

Topic

.....

Main idea

.....

Tip 3

Topic

.....

Main idea

.....

Tip 4

Topic

.....

Main idea

.....

Tip 5

Topic

.....

Main idea

.....

Tip 6

Topic

.....

Main idea

.....

Text 2

Exercise 1

According to the text, answer the following questions individually.

1. Why do accountants work in high-stress environments?
2. What can accountants get from having integrity?
3. What is an organized accountant like?
4. Why should an accountant come up with new and fresh ideas?
5. What should an accountant keep in order to make his clients well informed?
6. What can an accountant do by understanding business models?

Exercise 2

Match the words with the definition.

Words:

1. thrive (v)
2. imperative (n)
3. strict (adj)
4. obstacle (n)
5. field (n)
6. repetitive (adj)
7. client (n)
8. decision (n)

Definitions:

- a. a customer or someone who receives services
- b. something which is extremely important or urgent
- c. a choice that you make about something after thinking about several possibilities
- d. strongly limiting someone's freedom to behave as they wish
- e. something that blocks you so that movement or action are prevented or made more difficult
- f. to grow, develop or be successful
- g. involving doing or saying the same thing several times
- h. an area of activity or interest

Exercise 3

Find the main idea of each paragraph of the text

Paragraph 2

.....
.....

Paragraph 3

.....
.....
Paragraph 6
.....
.....

Lesson Plan 2

School	: SMKN 1 Godean
Subject	: English
Class/Semester	: XI/I
Allocated Time	: 3x45 minutes (1 meeting)
Skill	: Reading

K. Standard of Competence

Reading

3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

L. Basic Competence

3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.

M. Indicators

Students are able to:

- d. Identify the social function of a tip thoroughly
- e. Get information from tips
- f. Work efficiently both in a group and individually

N. Objectives

The students are expected to be able to comprehend functional texts in the form of short tip texts efficiently.

O. Materials

Tip texts

P. Technique/Method

Genre-Based Approach

- Building Knowledge of Field
- Modeling of Text
- Join Construction of Text
- Independent Construction of Text

Q. Activities

Building Knowledge of Field

The students are reintroduced to the social context of an authentic model of tip text

The teacher re-presents the context through visual materials.

The students try to recall their current perception about short tip texts

Re-explore features of the general cultural context in which tip texts are used

Re-explore the social purpose of the text

The teacher prompts the students to do every task seriously by giving tips in reading.

Modeling of Text

The students investigate the structural pattern of the text

The students compare the model given by the teacher with other examples of the text-type

Join Construction of Text

Students begin to contribute to the construction of whole example of the text type

The teacher divides the class into some groups and gives a tip text to every group.

The students try to work in group to identify the content, grammar used, and vocabularies on the text through answering questions given by the teacher.

The teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently.

Independent Construction of Text

The students work independently with the text

Learner performances are used for achievement assessment

Linking related texts

Both students and the teacher compare the use of the tip text-type across different fields

R. Authentic Materials

Text 1 taken from

http://www.capital.edu/News_and_Events/Student_Center/Top_10_Study_Tips_for_Students.aspx/

- **Text 2** taken from <http://bigfuture.collegeboard.org/get-started/inside-the-classroom/8-ways-to-take-control-of-your-time/>

S. Assessment

Skill : Reading

Kind of assessment: Individual performance and group work

Instrument: Tip texts.

APPENDIX E
Students' Score

No.	Nama	Nilai	
		Pre	Post
1	Agatha Rosalia Vini F. P.	7.333333	6
2	Aisia Nur Sulistiyaningsih	8	8
3	Arum Windaningsih	7.333333	9.5
4	Atika Puspitasari	6	6.5
5	Bestari Juli Utami	4	9
6	Cerli Prariska	7.666667	9.5
7	Deni Fathurahman	0	9.5
8	Dewi Kurniawati	5.666667	6.5
9	Dwi Yunaita	0	9
10	Ema Rohmawati	6.666667	10
11	Endah Wahyuningsih	6.333333	6
12	Erlin Emilia	8.333333	6.5
13	Fatimah Sulistyowati	7.666667	6.5
14	Fitri Amanah	7.666667	8.5
15	Furi Yunarti	0	6.5
16	Giovani Putra Pratama	4	8
17	Noor Fitri Astuti	5.333333	5.5
18	Nur Fajarwati	7.333333	9.5
19	N Wakhiddatun	0	8
20	Nuri Arini	5.666667	6.5
21	Nuryaningsih Hidayati	6.333333	5
22	Reni Muryanti	6.333333	10
23	Rina Mardiyanti	6	5.5
24	Riza Andriani	6.333333	9.5
25	Rizki Wijayanti	0	8.5
26	Siska Sekarsari	6.666667	6.5
27	Siti Amanatul Qoiriyah	6.333333	5.5
28	Ummu Afifah	8	9
29	Veronika Eka Noviyanti	6.666667	7
30	Winda Yuniasti	7.666667	6.5
31	Taskinar Ayuningtyas	7.666667	7.5
32	Yulia W	8	7
	Average Score	6.703704	7.578125

APPENDIX F
Photographs



Photograph 1: The students were participating well in a classroom discussion.



Photograph 2: The English teacher, as a collaborator, was observing the implementation of the actions.



Photograph 3: The researcher involved in the students' group discussions



Photograph 4: The students were amused by the materials.

APPENDIX G
Letters
